

**IMPROVING THE ABILITY IN WRITING DESCRIPTIVE TEXTS
THROUGH BRAINSTORMING TECHNIQUE FOR GRADE VIII
STUDENTS AT SMP N 1 PIYUNGAN**

A Thesis

Submitted as a Partial Fulfillment of the Requirements for the Attainment of the
Degree of *Sarjana Pendidikan* in English Language Education



**By:
Tossi Ana Ari Utami
06202244149**

**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY
2014**

APPROVAL

**IMPROVING THE ABILITY IN WRITING DESCRIPTIVE TEXTS
THROUGH BRAINSTORMING TECHNIQUE FOR GRADE VIII
STUDENTS AT SMP N 1 PIYUNGAN**



Supervisor,

Dr. Agus Widyantoro, M.Pd.
NIP. 19600308 198502 1 001

RATIFICATION

IMPROVING THE ABILITY IN WRITING DESCRIPTIVE TEXTS THROUGH BRAINSTORMING TECHNIQUE FOR GRADE VIII STUDENTS AT SMP N 1 PIYUNGAN

A THESIS

By:

Tossi Ana Ari Utami
06202244149

Accepted by the Board of Thesis Examiners Faculty of Languages and Arts,
Yogyakarta State University, on June 25th, 2014
and declared to have fulfilled the requirements for the attainment of a
Sarjana Pendidikan Degree in English Language Education.

Board of Examiners

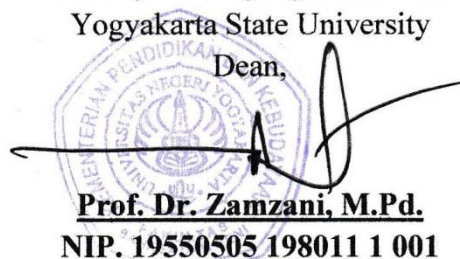
Chairperson : Siti Sudartini, M. A.
Secretary : Ari Purnawan, M. Ed.
First Examiner : Dr. Margana, M. Hum, M. A.
Second Examiner : Dr. Agus Widyantoro, M. Pd.



Three handwritten signatures are shown, each on a horizontal line. The first signature is 'Siti Sudartini', the second is 'Ari Purnawan', and the third is 'Dr. Margana'.

Yogyakarta, June 25th, 2014
Faculty of Languages and Arts
Yogyakarta State University

Dean,



A handwritten signature is shown over a circular official stamp. Below the signature, the text 'Prof. Dr. Zamzani, M.Pd.' and 'NIP. 19550505 198011 1 001' are printed.

Prof. Dr. Zamzani, M.Pd.
NIP. 19550505 198011 1 001

PERNYATAAN

Yang bertanda tangan di bawah ini, saya

Nama : **Tossi Ana Ari Utami**

NIM : 06202244149

Program Studi : Pendidikan Bahasa Inggris

Fakultas : Bahasa dan Seni Universitas Negeri Yogyakarta

menyatakan bahwa karya ilmiah

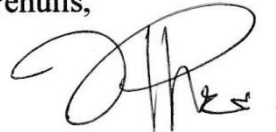
IMPROVING THE ABILITY IN WRITING DESCRIPTIVE TEXTS
THROUGH BRAINSTORMING TECHNIQUE FOR GRADE VIII STUDENTS
AT SMP N 1 PIYUNGAN

adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 15 Juni 2014

Penulis,



Tossi Ana Ari Utami

QUOTE

Isn't joy that makes us unique?

Dedication

This thesis is especially dedicated to:
Everyone who still believes that I can finish my study until the last minutes

ACKNOWLEDGEMENTS

Alhamdullillahirrobbil'alamin,

Praise to Allah SWT, the Most Gracious and the Most Merciful, for the strength and blessings so that I could finish this thesis. In this opportunity, I would like to thank all of those who have supported and guided me in completing this thesis.

I would like to express my sincerest gratitude to my thesis supervisor, Dr. Agus Widyanoro, M.Pd. for the precious advices and guidances for me in accomplishing this thesis. My gratitude also goes to all of lecturers in English Language Education Department, especially Mr. Sudiyono, M. A., my Academic Counselor, for giving me valuable knowledge. I also express my truly gratitude to the big family of SMP Negeri 1 Piyungan, particularly, Nursanti, S. Pd. and the students of VIII B in academic year of 2013/2014, who have voluntarily assisted and been involved in my research.

My special thanks go to my family and my partner for the warm love and support. My special thanks also go to my best friends, Indah and Wenny. Thank you for all the good times we had. I would like to thank to Pirdaus, the captain of class N, for all of the supports and helps. I would also like to thank to all the members of class N'06, Rya, Dinda, Mira, Ajeng, Wiwit, Anggun, Yusron, Reno, Fajar and Marita. Thank you for the wonderful friendship. My gratitude also goes to those who have contributed a lot to my life, especially during the fulfillment of my thesis, but whose names cannot be mentioned one by one.

Finally, this thesis is still far from being perfect. However, I hope that it is useful for the development of the English teaching-learning process, particularly for the development of the students' writing ability at Junior High School.

Yogyakarta, June 15th, 2014

The writer,
Tossi Ana Ari Utami

TABLE OF CONTENTS

TITLE	i
APPROVAL SHEET	ii
RATIFICATION SHEET	iii
SURAT PERNYATAAN	iv
QUOTE... ..	v
DEDICATION	vi
ACKNOWLEDGEMENTS	vii
TABLE OF CONTENTS	viii
LIST OF APPENDICES	xi
LIST OF TABLES	xii
LIST OF FIGURES	xii
LIST OF ABBREVIATIONS	xiv
ABSTRACT	xv
 CHAPTER I: INTRODUCTION	 1
A. Background of the Study	1
B. Identification of the Problems	4
C. Limitation of the Problems	7
D. Formulation of the Problems	7
E. Objectives of the Study	7
F. Significances of the Study	7
 CHAPTER II: LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK	 9
A. Literature Review	9
1. Writing.....	9
a. The Nature of Writing	9
b. The Writing Process.....	11
c. Micro and Macro Skills of Writing.....	15

2. Teaching Writing	17
a. Teaching.....	17
b. Teaching Writing.....	18
c. Feedback.....	23
d. Assessing Writing.....	24
e. Teaching Writing in Junior High School	28
3. Descriptive Text.....	29
a. Types of Writing.....	29
b. Descriptive Text.....	30
4. Brainstorming Technique	36
a. The nature of Brainstorming Technique	36
b. The Application of Brainstorming Technique in Teaching Writing...	38
c. The Advantages of Brainstorming in Writing.....	39
B. Conceptual Framework	42
 CHAPTER III: RESEARCH METHOD	 45
A. Research Design.....	45
B. Subjects of the Research.....	46
C. Research Setting	46
D. Procedure of the Research.....	47
E. Data Collection Technique.....	53
F. Data Analysis Technique	53
G. Validity and Reability of the Research.....	55
 CHAPTER IV: RESEARCH PROCESS, FINDINGS, AND DISCUSSIONS...	 58
A. The Research Process.....	58
1. Reconnaissance.....	58
2. Weighing the Problem Based on the Urgency Level	64
2. Selection of the Problem Based on the Feasibility Level	67
3. Prerequisite Analysis	67

B. The Implementation and Discussion of Cycle 1	70
1. Planning of Cycle 1.....	70
2. Actions, Observation, and Discussion of Cycle 1	71
3. Reflection of Cycle 1	79
4. Findings of Cycle 1.....	84
C. The Implementation and Discussion of Cycle 2	85
1. Planning of Cycle	85
2. Actions, Observation, and Discussion of Cycle 2	86
3. Reflection of Cycle 2	90
4. Findings of Cycle 2	93
CHAPTER V: CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS	95
A. Conclusions	95
B. Implication	97
C. Suggestions	99
REFERENCES	101
APPENDICES	103

LIST OF APPENDICES

	Page
Appendix A: Field Notes	103
Appendix B: Data Collection Instruments	121
Appendix C: Interview Transcripts and Recapitulation of the Questionnaire Results	131
Appendix D: Course Grids and Lesson Plans	156
Appendix E: Photograph of Actions	180
Appendix F: The Rubric of Writing and the Students' Scores	189

LIST OF TABLES

	Page
Table 1: The Rubric for Assessing Writing Descriptive Text	27
Table 2: The English Teaching and Learning Problems Concerning the Students' Writing Ability of Grade VIII Students at SMP N 1 Piyungan	63
Table 3: The Problems Concerning the Students' Writing Ability of Grade VIII Students at SMP N 1 Piyungan Based on the Urgency Level	65
Table 4: The Most Urgent Problems Concerning the Students' Writing Ability of Grade VIII Students at SMP N 1 Piyungan.....	66
Table 5: The Most Feasible to be Solved Concerning the Students' Writing Ability of Grade VIII Students at SMP N 1 Piyungan.....	67
Table 6: The Possible Causes of the Problems.....	68
Table 7: Mean scores of the Students' Writing on the Five Aspects.....	94

LIST OF FIGURES

	Page
Figure 1: The wheel process of writing from Harmer	12
Figure 2: Steps in Action Research.....	47
Figure 3: Student's brainstorming result of post-test I.....	81
Figure 4: Student's writing in post-test I	83
Figure 5: Student's brainstorming result of post-test II.....	91
Figure 6: Student's writing in post-test II	92

LIST OF ABBREVIATIONS

R	:	Researcher
S1	:	Student 1
S2	:	Student 2
S3	:	Student 3
S4	:	Student 4
S5	:	Student 5
S6	:	Student 6
S7	:	Student 7
S8	:	Student 8
S9	:	Student 9
S10	:	Student 10
T	:	Teacher

**IMPROVING THE ABILITY IN WRITING DESCRIPTIVE TEXTS
THROUGH BRAINSTORMING TECHNIQUE FOR GRADE VIII
STUDENTS AT SMP N 1 PIYUNGAN**

By: Tossi Ana Ari Utami

NIM. 06202244149

ABSTRACT

This research was intended to improve the ability in writing descriptive texts through brainstorming technique for grade VIII students at SMP N 1 Piyungan in the academic year of 2013/2014.

This study was qualitative in nature. It consisted of two cycles. The researcher worked collaboratively with the English teacher in implementing the actions. The data of this research were mostly qualitative although there were some quantitative data. The qualitative data were obtained by observing the teaching and learning process during the implementation of the actions, and interviewing the students of class VIII B at SMP N 1 Piyungan and the English teacher as the collaborator, while the quantitative data were gained through assessing students' ability in writing descriptive texts via a pre-test and a post-test. The data were in the form of field notes, interview transcripts, and test scores. The validity of the data was obtained by applying the democratic validity, dialogic validity, catalytic validity, process validity, and outcome validity.

The results of this study showed that the implementation of brainstorming technique in the writing classes was believed to be effective to improve students' ability in writing descriptive texts. Brainstorming technique helped the students to generate ideas and organize them into paragraphs. They could manage the time for writing more effectively and perform the writing task more maximally. The students also perceived that brainstorming technique helps them to improve their writing ability. This implies that the implementation of brainstorming technique in the writing instructions gives positive effects on improving students' performance and achievement in writing descriptive text. In reference to the result of the study, brainstorming could improve the students' ability in writing descriptive texts in terms of encouraging the students to start with writing. Brainstorming facilitates the students to activate their prior knowledge before they practice their writings. It helps them generate ideas more effectively and release their anxiety that cause the writer's block. By using the technique, the students could feel at ease in performing the writing task.

CHAPTER I INTRODUCTION

This chapter discusses the background of the study, identification of the problem, limitation of the problems, formulation of the problems, the objective of the research, and significance of the research.

A. Background of the Study

Experts believe that writing is as an important skill in the EFL setting. It helps learners to acquire English language because the activity stimulates thinking and facilitates them to develop some language skills simultaneously. According to Bello (1997), writing, as a productive language skill, plays an essential role in promoting language acquisition as learners experiment with words, sentences, and large chunks of writing to communicate their ideas effectively and to reinforce the grammar and vocabulary they learn in class.

However, the teaching of writing in our educational setting is slightly neglected for many years, since more communicative teaching methods emphasize speaking rather than writing. Besides, the writing culture in Indonesia is in fact still poor. Nowadays, the demand for writing in academic areas is increasing due to the impact of globalization. EFL students become more motivated to be able to write well in order to continue their education, participate in the academic world, and apply job.

Writing is not a skill that can be acquired by people naturally. Lenneberg (in Brown 2001: 334) states that human beings universally learn to walk and to

talk, but that swimming or writing are culturally specific, learned behaviours. We learn to write if we are members of a literate society, and usually only if someone teach us. Besides, writing is also considered as a very complicated skill to learn. It involves a complex cognitive activity in which the writer should be able to organize some specialized skills at the same time, such as content, format, sentence structure, vocabulary, punctuation, spelling, and letter formation. Therefore, there is no doubt that EFL students find writing as a difficult skill to master because the process demands them to use many cognitive and linguistic strategies.

Not everyone can be an excellent writer, even in their own native language. Blanchard and Root (2003: 1) say that writing in a new language can be more difficult. Regarding the teaching writing in EFL setting, there are many differences between the first language writing and the target language writing, such as differences in using appropriate grammatical and rhetorical conventions and lexical variety. With so many issues around, the learning writing in English can be an intimidating task for EFL students. Consequently, the writing instruction in the classroom should provide students with a series of planned learning experiences to help them understand the nature of writing process.

In the second grade of junior high school, the basic competency that should be achieved by students in the writing English subject is the ability to develop and produce written simple functional text in the descriptive text, recount text, and narrative text. However, the writing ability of grade VIII students at SMP N 1 Piyungan still creates disappointment among students themselves as

well as teachers. Students find difficulties in writing certain type of text, especially descriptive text. In writing descriptive text, the writer is required to have a good vocabulary mastery in order to be able to describe something/someone clearly. Students with poor vocabulary mastery often make mistake in selecting the appropriate words to describe the characteristics of the subject. Students also complain that they cannot think of anything significant enough to write. They spend much time at the planning stage yet they still confuse how to start their writing. They don't know how to organize their ideas and some of them don't even have any idea. With those problems, students find writing as a daunting task. It makes them less interested in writing. Moreover, the teacher uses writing materials and activities mostly from the textbook which is not effective to encourage and support students' learning.

Writing is how to produce a written product. It is a process of transforming ideas coherently and cohesively into written text. Written text is often resulted by a series of thinking activity but it requires skills that not naturally acquired. The good news is that writing involves skills that can be learned, practiced, and mastered. Teachers are demanded to plan appropriate classroom activities that support the learning of specific writing skills effectively at every stage – planning, drafting, revising, and editing. Seow (in Richards and Renandya 2002: 304) mentions that at the planning, teacher can help students generate ideas through such activities as brainstorming, clustering, and rapid free writing. Since writing is a thinking process, writers need to unlock the hidden ideas they have in minds in order to be able to start writing. According to Blanchard and Root (2003:41),

brainstorming is a quick way to generate a lot of ideas on a subject. The purpose is to make a list of as many as ideas as possible without worrying about how will use them. It is very useful to help writers organize their thought, whether they have too many ideas or too few ideas.

Rao (2007) finds out that the students who trained using brainstorming technique in writing instructions have higher scores than those who are not. In addition, the attitudinal survey shows that the students feel positive about the brainstorming technique and most of them perceive that the technique helps them to improve their English writing performance.

Considering the issues above, the researcher is motivated to conduct classroom action research in which she will use a brainstorming technique in the writing instructions. The study is an attempt to improve student's ability in writing descriptive texts of grade VIII students at SMP N 1 Piyungan.

B. Identification of the Problems

Based on the background of the study above, it can be underlined that there are some problems related to students' writing ability in writing descriptive text of grade VIII students at SMP N 1 Piyungan. The first problem is the low ability of students in writing descriptive texts. Writing skill is, basically, the ability to write sentences and paragraphs correctly with proper grammar, spelling, and punctuation. However, writing in a new language is a very complex task since writers have to deal with the differences between the first language writing and the targeted language writing. The new language has different use of its language

features. Therefore, in writing English, EFL students are often influenced by the use of language features in their first language writing. It leads the students to make errors in their targeted language writing.

Moreover, in writing a certain type of text, writers have to deal with certain language features. In writing descriptive texts, the students should understand the characteristics of a good descriptive text. The students also need to have adequate vocabulary and grammar mastery for writing descriptive texts. Richards and Renandya (2002: 255) say that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. In writing descriptive texts, the writers deal with details and characteristic features of a person, thing, or place. Therefore, writers need a good vocabulary mastery in order to be able to describe someone or something clearly. With that poor vocabulary mastery, students often have problem in choosing the appropriate words to provide information about the subject.

Those elements of writing can be developed with practice. The ability to write the better sentence or choose the better word does not come from a book, but with experience. To help the students improve their writing ability, the teacher should implement strategies in the writing instructions and provide the students with appropriate trainings. Besides, the students also need to train themselves to develop their writing skills.

The second problem is the students' negative attitude toward the process of teaching and learning writing. Since writing is a very complex cognitive activity, students find it complicated to master writing. They consider writing as a

daunting task. It makes them less interested in learning writing. Without interest and motivation, students may spend long hours in the classroom with poor achievement.

The third problem is the teacher do not provide the students with appropriate learning materials and activities. In this case, the teacher has limited sources and references to design the writing instructions. The materials and activities are mostly adapted from the textbook. Since the students face difficulty in writing, the teacher should provide the students with learning materials that make them feel at ease. Besides, the activities provide by the textbook sometimes do not cover the students needs in learning writing. Teacher should facilitates students with various materials and interesting activities which can effectively encourage and support the students' learning.

The fourth problem is the students spent the time for writing ineffectively with poor result. Most of the students experience the writers' anxiety. They have pessimistic feeling about writing. it makes them hesitate to start writing. The students also face difficulty in generating and organizing their ideas. According to Richards and Renandya (2002: 303), there is no doubt that writing is the most difficult skill for L2 learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text. Some of the students have too many ideas to write, and the rest of them have too few ideas or they dont even have any idea. They often spend much time in getting ideas yet they still don't know how to start their writing. They also confuse to decide what to write first and what to write next.

C. Limitation of the Problems

Based on the identification of the problems above, it is impossible for the researcher to study all that stated problems because of the limited time. Therefore, this research was focused on using brainstorming technique to improve the students' ability in writing descriptive texts.

D. Formulation of the Problems

To make the study clearer, the problem of the research can be formulated as follows; "How could brainstorming technique be implemented to improve students' ability in writing descriptive texts by using?"

E. The Objective of the Research

Related to the formulation of the problem, the aim of this study is to improve the ability in writing descriptive texts of grade VIII students at SMP N 1 Piyungan by using brainstorming technique.

F. Significance of the Research

The finding of the research is useful in some ways.

1. Theoretically

- a. The research can be used as reference for anybody else who has the same interest in the same field.
- b. The research can be useful as the references in choosing the technique in teaching writing, especially descriptive text.

2. Practically

- a. For the researcher, the research can give a practice in developing her knowledge and skill in problem - solving processes.
- b. The finding of the research can be used by teachers as a reference to improve their technique in teaching writing and to find the most suitable technique for improving the students' ability in writing descriptive texts.
- c. The finding of the research can be a useful input for the students to improve their ability and to learn English especially writing skill.
- d. For other researchers, this research can give general knowledge how to improve students' writing ability in writing descriptive text.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

This chapter presents the theoretical review and the conceptual framework. In the theoretical review, the researcher discusses some theories and the research studies which are relevant with the topic. In the conceptual framework, the researcher relates the theories to the study.

A. Literature Review

1. Writing

a. The Nature of Writing

There are four basic skills of the English language learning, i.e. listening, speaking, reading, writing. Those skills are divided into receptive skills and productive skills. The receptive skills are reading and listening, because learners do not need to produce language to do these, they receive and understand it. They can be contrasted with the productive skills of speaking and writing. In the process of learning new language, learners begin with receptive understanding of the new items, then later move on to productive use. Learners usually learn to listen first, then to speak, then to read, and finally to write.

Writing is an important skill to be mastered in learning English as a foreign language. Bello (1997) states that writing enhances language acquisition as learners experiment with words, sentences, and other elements of writing to communicate their idea effectively, and to reinforce the grammar and vocabulary they are learning in class. It means that writing is not only a means of

communication where students can share their views and thoughts, it is actually a pre requisit to master other language skills.

There are some definitions of writing stated by experts. According to Nunan (2003: 88), writing can be defined by a series of contrast. The first, writing is both a physical and a mental act. At the most basic level, writing is the physical act of committing words or ideas to some medium. On the other hand, writing is the mental work of investing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. The second, its purpose is both to express and impress. Writers typically serve two masters: themselves, and their own desires to express an idea or feeling, and readers also called the audience, who need to have ideas expressed in certain ways. Writers must then choose the best form for their writing, depending on its purpose. The third, it is both a process and a product. The writer imagines, organizes, drafts, edits, reads, and rereads. This process of writing often cyclical, and sometimes disorderly. Ultimately, what the audience sees, whether it is an instructor or a wider audience, is a product.

Writing is how to produce a written product. The process involves a series of thinking activities in which the writers have to transform their ideas coherently and cohesively into written text. According to Elbow (in Brown 2001: 337), writing is a transaction with words whereby you free yourself from what you presently think, feel, and perceive. Writers are not only required to transmit a message but also to grow and cook a message.

Writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete (Ghaith, 2002). It is an activity that encourages thinking and learning for it motivates communication and makes thought available for reflection. When thought is written down, ideas can be examined, reconsidered, added to, rearranged, and changed.

From the descriptions above, it can be concluded that writing is a process of organizing ideas in which the writer is demanded to perform creativity in using the language skills to produce a written text.

b. The Writing Process

Writing is a complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously. At the sentence level those include control of content, format, sentence structure, vocabulary, punctuation, spelling, and letter formation. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraphs and texts. Richard and Renandya (2002: 303) state that the skills involved in writing are highly complex. L2 writers have to pay attention to higher level of skills of planning and organizing as well as lower level skills of spelling, punctuation, word choice, and so on.

In addition, Ghaith (2002) states that writing is most likely to encourage thinking and learning when students view writing as a process. Teachers need to understand that writing is a recursive process, and that every writer uses the

process in a different way, so that students experience less pressure and more willing to experiment, explore, revise, and edit.

According to Rumisek and Zemach (2005: 3), writing process goes through several steps to produce a good written product. There are some sub-activities to be taken in producing the text. It is more than just putting words together to make sentences. The writer should undergo several steps to make sure that what has been written follows the right development of writing process. There is a similar view from Nation (2009:114) which states that one way of focusing on different aspects of writing is to look at writing as a process. It means that writing process contains several sub-processes which are imperatively united as an outline for students to begin and finish their writing.

Writing process, further, incorporates some stages structurally. Harmer (2007: 326) states that the stages on writing are planning, drafting, revising, and final drafting. Writing process as a classroom activity that incorporates those four basic stages is seen as a recursive process. It has cycle which integrates among stages. It can be seen as a process wheel in which it clearly shows the directions that the writers may take during their process in writing.



Figure 1. The wheel process of writing taken from Harmer (2007: 326)

In Figure 1, Hamer compares writing to a “wheel.” Writers move not only around the circumference of the wheel but also across the spoke, which means writers revisit a certain stage as well as move from a planning stage to final draft stage. In the classroom, planning presupposes that students obtain new writing ideas through brainstorming, groupwork or note-taking in order to avoid the well-known writer’s block. Drafting entails choosing and sequencing the optimal ideas to be included in the piece of writing. Then, editing means putting everything together in a coherent and cogent manner whereas revising asks the learners to check their written work one more time for the sake of crossing out any possible inadvertences. Although paying attention to writing as a process is a time-consuming activity, it is quite helpful when teachers require students to decide together on the stages of composition even before engaging in planning writing. Mention has to be made of the fact that, in reality, the stages of writing are never linear.

In addition, Oshima and Hogue (1997: 2) state that writing is a progressive activity. This means that when you first write something down, you have already been thinking about what you are going to say and how you are going to say it. Then after you have finished writing, you read over what you have written and make changes and corrections. Therefore, writing is never a one-step-action; it is a process that has several steps. According to Blanchard and Root (2003: 41), there are at least three steps involved in a writing process.

1) Step one: Prewriting

Thinking about your topic and organizing your ideas.

2) Step two: Writing

Using your ideas to write a first draft.

3) Step Three: Revising

Improving what you have written.

In writing, students will rely on at least four types of knowledge: knowledge of the content, procedural knowledge to organize the content, knowledge of conventions of writing, and procedural knowledge required to apply the three other types of knowledge in composing a written product (Hillocks in O'Malley, 1996: 136). It is also supported by Tribble (1996:43) that in order to understand a specific task in writing, a writer requires the range of knowledge which can be summarize as follows:

- | | | |
|------------------------------|---|---|
| 1) Content knowledge | : | knowledge of the concepts involved in the subject area. |
| 2) Context knowledge | : | knowledge of the context in which the text will be read. |
| 3) Language system knowledge | : | knowledge of those aspects of the language system necessary for the completion of the task. |
| 4) Writing process knowledge | : | knowledge of the most appropriate way of preparing for a specific writing task. |

Therefore, in order to be able to produce a good written text, a writer should require the range of knowledge. Besides, the writer also focuses on the macro and micro skills of writing. In addition, Nunan (1998:37) states successful writing involves:

- 1) Mastering the mechanics of letter formation;
- 2) Mastering and obeying conventions of spelling punctuations;
- 3) Organizing content at the level of the paragraph and the complete text to reflect given/ new information and topic/ comment structures;

- 4) Polishing and revising one's initial efforts; and
- 5) Selecting an appropriate style for one's audience.

Based on the definition above, the researcher concludes that writing is a process in which the writer is required to use some variables of writing, such as content, format, sentence structure, vocabulary, punctuation, spelling, and letter formation at the same time in order to demonstrate knowledge and express the ideas, feelings, and thought in the written form so that other people can understand the message. There are some steps in writing that can be done recursively, i. e. planning, drafting, editing, final product. The writers may loop backwards and move forward between those various stages. Since writing is a complex process, the teacher should consider facilitating the students with appropriate learning experience of writing so that they are encouraged to explore and experiment their ways of writing.

c. Micro and Macro Skills of Writing

In order to be able to perform the writing process, learners need to acquire the micro-skills and macro-skills of writing. Ur (1996: 162) states that writing should maintain between micro aspect and macro aspect. In micro aspect, the students practice specific written forms at the level of word or sentence (handwriting or typing, spelling, punctuation). On the other hand, in macro aspect, the students emphasize on content and organization. In this case, they express themselves using their own words, state a purpose for writing, and specify an audience. More detail description is given by Brown (2004: 220). He states that

micro-skills are related to imitative and intensive types of writing task whereas macro-skills are related to responsive and extensive writing. The descriptions are as follows.

1) Micro-skills

- a) Produce graphemes and orthographic patterns of English;
- b) Produce writing at efficient rate of speed to suit the purpose;
- c) Produce an acceptable core of words and use appropriate word order patterns;
- d) Use acceptable grammatical systems (e.g. tense, agreement, pluralization), patterns and rules;
- e) Express a particular meaning in different grammatical forms; and
- f) Use cohesive devices in written discourse.

2) Macro-skills

- a) Use the rhetorical forms and conventions of written discourse;
- b) Appropriately accomplish the communicative functions of written texts according to form and purpose;
- c) Convey links and connectives between events, and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification;
- d) Distinguish between literal and implied meaning when writing;
- e) Correctly convey culturally specific references in the context of the written text; and

- f) Develop and use a battery of writing strategies, such as accurately assessing in the first draft, using paraphrase and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

2. Teaching Writing

a. Teaching

Teaching and learning are causally tightly bound activities. Teaching cannot be defined apart from learning. Dewey (in Labaree, 2000) compares teaching to selling commodities; no one can sell unless someone buys. There is the same exact equation between teaching and learning as there is between selling and buying.

According to Brown (2007: 8), teaching can be defined as showing or helping someone to learn how to do something, giving someone instructions, guiding someone in study or something, providing someone with knowledge, and causing someone to know or understand. In addition, he states that teaching is guiding and facilitating learning, enabling the learner to learn, and setting the conditions for learning. He also breaks down the components of the definition of learning, it can be extracted the domains of research and inquiry as follows.

- 1) Learning is acquisition or “getting”.
- 2) Learning is retention of information or skill.
- 3) Retention implies storage systems, memory, and cognitive organization.
- 4) Learning involves active, conscious focus on and acting upon events outside the organism.

- 5) Learning is relatively permanent, by subject to forgetting.
- 6) Learning involves some form of practice, perhaps reinforced practice.
- 7) Learning is a change in behavior.

In conclusion, teaching is an activity that cannot be separated from learning. Teaching can only happen when there is someone who learn. Teaching means enabling someone to acquire information or skill.

b. Teaching Writing

1) Teacher Roles in Teaching Writing

Teacher plays an important role in the teaching and learning process of writing. Harmer (2001: 261-262) says that although the teacher need to deploy some or all of the usual role when students are asked to write, the ones that are specially important are as follows:

a) Motivator

One of the teacher principal roles in writing task will be to motivate the students, creating the right condition for the generation of ideas, persuading them of the usefulness of the activity, and encouraging them to make as much as effort as possible for maximum benefit. This may require special and prolonged effort on the teacher part for longer process-writing sequences.

b) Resource

Especially during more extended writing task, Teachers should be ready to supply information and language where necessary . Teachers need to

tell students that they are available and be prepared to look at their work as it progresses, offering advice and suggestions in a constructive and tactful way. Because writing takes longer than conversation, for example, there is usually time for discussion with individual students, or students working in pairs or groups.

c) Feedback provider

Giving feedback on writing tasks demands special care. Teachers should respond positively and encouragingly to the content of what the students have written. When offering correction, teacher should choose what and how much to focus on based on what students need at this particular stage of their studies, and on the tasks they have undertaken.

2) Principles for Teaching Writing

Every teacher should consider some principles while planning a course, whether it is a writing course, or a course in which writing will play a part. Sokolik (in Nunan 2003: 92-95) proposes a few principles that can be adapted to the many different learning situations as follows.

a) Understand your students' reason for writing.

It is important to understand and match the students' goals and the school's goals to avoid dissatisfaction in the writing instructions. Teacher needs to convey goals to students in way that make sense to them.

b) Provide many opportunities for students to write.

Writing almost always improves with practice. Teacher needs to evaluate the lesson plans whether they have adequate time spent for writing. Practice writing should provide students with different types of writing as well.

- c) Make feedback helpful and meaningful.

Students crave feedback on their writing, yet it doesn't always have the intended effect. Teacher needs to make sure that the students understand the vocabulary or symbols that are wrote to comment on students' paper.

- d) Clarify for yourself, and for your students, how their writing will be evaluated.

Students often feel that the evaluation of their writing is completely subjective. To overcome such situation, the teacher needs to develop a statement about what is valued in students writing, either in the classroom or in the institution as a whole.

3) Types of Classroom Writing Performance

There are a number of different approaches to the practice of writing skills both in and outside classroom to teach writing. Harmer (2001: 257-261) divides them into six approaches.

- a) Process and Product

Focusing on product, we are only interested in the aims of a task and in end of product. While if we concentrate on process, we pay attention to the various stage that any pieces of writing goes through. It includes spending time with learners on pre-writing phase, editing, redrafting, and publishing.

b) Writing and Genre

In a genre approach, the students are going to study some texts that they are going to writing before they embark on their own writing.

c) Creative Writing

It suggests imaginative writing tasks such as writing poetry, stories, and plays.

d) Writing as a Cooperative Activity

Writing in groups, whether as part of a long process or as part of a short game like communicative activity, can be greatly motivating for students, including research, discussion, peer evaluation, and group pride in a group accomplishment.

e) Using the Computer

The important use of computer is as the means of creating ‘mouse-pals’, the e-mail equivalent of pen-pals.

f) The Roles of the teacher

In learning writing, teachers have some roles like as motivator, resource, and feedback providers.

While, Brown (2001: 343) divides a written performances into five kinds.

The writing performances are as follows.

a) Immitative or writing down

Students can attain fundamental skills in writing process through a simple task of writing. Writing letters, words, punctuation, and brief sentences can be done when they are producing text. The activity that may be involved

in this type of writing performance is that the students write down a written product on their own. They immitate the written product as a form of task to go over their basic skills in writing.

b) Intensive or controlled

It is a kind of performance in which students must produce proper vocabulary in a certain context, collocations and idioms, and correct grammatical features in the sentences. Although their creativity is not allowed much, the students working on this type of performance can do another stimulating creative activity by rewriting the paragraph of their recollection of reading.

c) Self-writing

This type of writing performance gets the students to write the thing on their own ideas. Kind of activities of this category are note-taking, diary and journal writing.

d) Display writing

Display writing involves the activities of writing for the sake of a teacher's assignment of fulfilling a duty in the class. Display writing is very useful for academic purposes. Written exercises, short answer-essays, and other forms of writing in test situations are the examples of display writing.

e) Real writing

Real writing is the writing performance in which the reader does not know the answer and genuinely wants the information from the writer. The

example of real writing are writing a letter, filling a form, and writing a simple message.

c. Feedback

According to Nation (2009: 115), feedback is an important way of encouraging students to keep their goals in mind. Therefore, students should be provided with feedback about the effectiveness of their writing so that the students can carry on the idea of their writing. Feedback is crucial for encouraging and consolidating learning and it is also regarded as an essential factor in the writing context. Feedback can be used as a way to respond to students' writing to help them enhance their written skills.

Harmer (2007: 148) mentions some techniques that are used in giving feedback to students' writing. The technique are as follows.

a) Responding

Responding to the students' work can be considered as an attempt to give feedback on their writings. The response on the students' work can be used to motivate them rather than assessing or evaluating.

b) Correcting

Some teachers use codes and put them in the body of the writing itself, or in a corresponding margin. This makes the correction much neater, less threatening, and considerably more helpful than random marks or comments. Frequently, the uses of symbols as indirect feedback on students' writing refer to the students' errors, such as word order, spelling, or verb tense.

c) Involving students

Feedback on writer work does not only come from teachers. The teachers can also encourage students to give feedback to each other. It has positive effect on group cohesion. Muncie (in Harmer 2007: 150) states that students are much more likely to be provoked into thinking about what they are writing if the feedback comes from one of their peers.

d. Assessing Writing

Experience has shown testing practice in English are not static but dynamic and changing. One controversial area in testing writing requires that test construction and evaluation criteria be based on course objectives and teaching methodologies. In the English language classroom, especially at the junior high school, teachers are always challenged by how reliably and validly evaluate students' writing skill, so that the students will be better prepared for internal and external proficiency and achievement examinations.

There are many reasons for testing writing in the English language classroom, including to meet diagnostic, proficiency, placement, achievement, and performance. Each purpose requires different test construction. Referring to this, there are two kinds of assessment, which can be used in assessing students' writing. They are process assessment and product assessment. Thus, a teacher will indicate that it is not only the product that is assessable, but that commitment to the process is also expected.

Process assessment is a kind of on going assessment used to keep track of students' progress in writing or to monitor the students' progress in writing in which counting the number (score) of the composition is not regarded. The process assessment is designed to probe how the students write, the decision they make as they write, and the strategies they use. Therefore, the aim of process assessment is to give information about the students' performance such as how far the students progress in writing is and whether any change is needed in the way of teaching strategy or not.

Brown (2001: 335) says product assessment focuses on assessing the students' final composition, while Hyland (2003: 226) states that writing product can be assessed through employing some methods of scoring. There are three types of rating scales generally used in scoring writing. They are holistic, analytic, and trait-based scoring.

Hyland (2003: 227) states that a holistic scale is based on single, integrated score of writing behavior. A holistic judgement may be built into an analytic scoring rubric as one of the score categories. One difficulty with this approach is that overlap between the criteria that is set for the holistic judgement and the other evaluated factors cannot be avoided. When one of the purposes of the evaluation is to assign a grade, this overlap should be carefully considered and controlled. Holistic scoring would appear to be more subjective as it depends on the impression formed by the markers. It is obviously to be preferred where the primary concern is with evaluating the communicative effectiveness of candidates in writing. the evaluator should determine whether the overlap resulting in certain

criteria is being weighted more than what is originally intended. In other words, the evaluator needs to be careful that the student is not unintentionally severely penalize for a given mistake.

An analytic scoring rubric, much like the checklist, allows for the separate evaluation of each of these factors. Each criterion is scored on a different descriptive scale and assigned a numerical value. Analytic marking schemes are devised in an attempt to make the testing more objective, insofar as they encourage examiners to be more explicit about their impressions. It uses criteria of the items measured. The item measured are: relevance and adequacy of content, compositional organization, cohesion, adequacy of vocabulary for purposes, accuracy of grammar, and mechanical accuracy for spelling and punctuation.

Different from analytic and holistic scoring, trait-based scoring focuses on whether or not each paper shows evidence of the particular trait or feature you want students to demonstrate in writing. Trait-based instruments are designed to clearly define the specific topic and genre features of the task being judged (Hyland, 2003: 229). Therefore, the advantage of this approach is in focusing on specific aspects of instruction that most reflect the objectives being covered when the writing assignment given. Based on the theories above, the scoring rubric applied in this thesis is as follow.

Aspect	Score	Performance Description	Weighting
Content (C) 30% - Topic - Details	4	The topic is complete and clear and the details are relating to the topic	3 x
	3	The topic is complete and clear but the details are almost relating to the topic.	
	2	The topic is complete and clear but the details are not relating to the topic.	
	1	The topic is not clear and the details are not relating to the topic.	
Organization (O) 20% - Identification - Description	4	Identification is complete and descriptions are arranged with proper connectives	2 x
	3	Identification is almost complete and descriptions are arranged with almost proper connectives	
	2	Identification is not complete and descriptions are arranged with few misuse of connectives	
	1	Identification is not complete and descriptions are arranged with misuse of connectives	
Grammar (G) 20% - Use present tense - Agreement	4	Very few grammatical or agreement inaccuracies	2 x
	3	Few grammatical or agreement inaccuracies but not affect on meaning	
	2	Numerous grammatical or agreement inaccuracies	
	1	Frequent grammatical or agreement inaccuracies	
Vocabulary (V) 15%	4	Effective choice of words and word forms	1.5 x
	3	Few misuse of vocabularies, word forms, but not change the meaning	
	2	Limited range confusing words and word form	
	1	Very poor knowledge of words, word forms, and not understandable	
Mechanics (M) 15% - Spelling - Punctuation - Capitalization	4	It uses correct spelling, punctuation, and capitalization	1.5 x
	3	It has occasional errors of spelling, punctuation, and capitalization	
	2	It has frequent errors of spelling, punctuation, and capitalization	
	1	It is dominated by errors of spelling, punctuation, and capitalization	

Adapted from Brown (2007)

$$\text{Score} = \frac{3C + 2O + 2G + 1.5V + 1.5M}{40} \times 10$$

Table 1. The Rubric for Assessing Writing Descriptive Text**e. Teaching Writing in Junior High Schools**

English is one of the compulsory subject to be taught in junior high school.

The practice of teaching English as a foreign language in junior high school of

Indonesia is based on the the curriculum 2006 is also known as the “Kurikulum Tingkat Satuan Pendidikan (KTSP) or School-Based Curriculum (SBC)”. The KTSP is designed in order that every school can develop the teaching and learning process according to the student’s character and the situation of the school. As a result, teachers can develop their methods and techniques in the teaching and learning process and increase the students’ competencies too. The successful of the implementation of KTSP may rely on some factors. These factors include a complete readiness of the teacher’s language proficiency, the teacher’s language teaching, and the teacher’s ability to media or tools in the teaching and learning process. If those factors are fulfilled, the main goal of the implementation of KTSP which is to develop students’ competencies will be achieved.

The word “curriculum” is defined in various ways by experts but they have the common meaning. Brown (1995:19) defines curriculum as a series of activities that contribute to the growth of consensus among the staff, faculty, administration, and students. This series of curriculum activities will provide a framework that helps teachers to accomplish whatever combination of teaching activities is most suitable in their professional judgment for a given situation, that is, a framework that helps the students to learn as efficiently and effectively as possible in the given situation. While, Feez and Joyze (1998: 9) states that a curriculum is a general statement of the goals and the outcomes, the learning arrangement, the evaluation, and the documentation related to the management of the program within educational institution. Based on the definitions of the

curriculum above, it can be stated that curriculum is the guidance for the teacher in determining his ways or strategies in doing the teaching and learning process and it is also the guidance for the students in achieving what they expect in their learning process.

English Language Teaching in junior high school is aimed at enabling students to reach functional level in a sense that they can communicate in spoken and written way to solve daily problems. Based on the KTSP, the purposes of English language teaching in junior high school are: 1) developing communicative competence in spoken and written language to reach functional literacy; 2) generating awareness about the nature and importance of English to improve nation's competitiveness in global society; and 3) developing students' understanding about the relationship between language and culture.

3. Descriptive Text

a. Types of Writing

There are three types of written text.

1) The Informative Text Type

The informative text type is such narration which is the telling of a story; the succession of events is given in chronological order. The main purpose of a narrative is to entertain, to gain and hold a readers' interest. There are many types of narrative. They can be imaginary, factual or a combination of both. They may include fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myths and

legends, historical narratives, ballads, slice of life, personal experience and of course, fantasy stories.

2) The Expository Text Type

It aims at explanation, i.e. the cognitive analysis and subsequent syntheses of complex facts.

3) The Argumentative Text Type

This kind of text is based on the evaluation and the subsequent subjective judgment in answer to a problem. It refers to the reasons advanced for or against a matter, such as essays, articles, etc.

Other types that are based on generic structures and language features dominantly used, texts are divided into several types. They are narrative, recount, descriptive, report, explanation, analytical exposition, hortatory exposition, procedure, discussion, review, anecdote, spoof, and news item. These variations are known as genres.

b. Descriptive Text

1) The Definition of Descriptive Text

Description is writing about characteristic features of a particular thing. According to Oshima and Hogue (1997:50), descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/ or sounds. In addition, a good description is like a “word picture”; the reader can imagine the object, place, or person in his or her mind. A writer

of a good description is like an artist who paints a picture that can be “seen” clearly in the mind of the reader.

The generic structure of a descriptive text are as follows: (1) identification: an introduction to the subject of the description; (2) description of features: describe the characteristic features of the subject.

While the language features of a descriptive text are follows: (1) use of particular nouns; (2) use of detailed noun groups to provide information about the subject; (3) use of a variety of types of adjectives; (4) use of relating verbs to provide information about the subject; (5) use of thinking and feeling verbs to express the writer’s personal view about the subject or to give an insight into the subject’s thoughts and feelings; (6) use of action verbs to describe the subject’s behavior; (7) use of adverbials to provide more information about this behavior; (8) use of similes, metaphors and other types of figurative language, particularly in literary descriptions.

2) The Purposes of Descriptive Text

As social beings, we want to share our experience, so we write to others to describe things such as vacations, childhood homes, and people we encounter. We even use description to persuade others to think or act in particular ways: advertisers describe products to persuade us to buy them; travel agents describe locales to entice us to visit them; and real estate agents describe properties to stimulate a desire to see them. Description

enables us to entertain, express feelings, relate experience, inform, and persuade.

Although it can serve a variety of purposes, description is most often expressive, so it most often helps writers share their perceptions. As human beings, we have a compelling desire to connect with other people by sharing our experiences with them.

3) Kinds of Descriptive Text

As we know that descriptive text is a text to describe something, such as persons, places, or things. So, it normally takes on three forms, they are:

a. Description of people

People are different, and writing description of people is different. You are probably already aware of some of the complications because you have often been asked, "What's so-and-like?" In replying, you might resort to identification, an impression, or a character sketch, depending on the situation. Let's examine each.

1. Identification

Although you might provide identification, you would probably want to go further than that. Used mainly in official records and documents, identification consists only of certain statistical information (height, weight, age), visible characteristics (color of hair, skin, and eyes), and recognizable marks (scars, birthmark).

2. Impression

Unlike the identification, the impression may not identify a person, but it does convey an overall idea of him or her. Many details may be missing, yet the writer does provide in a few broad strokes a general feeling about the subject. Although impression is usually less complete and informative than identification, it may be more effective in capturing an individual's striking or distinctive traits.

3. Character Sketch

More complete descriptions of people are usually called character sketch; they may also be referred to as profiles, literary portraits, and biographical sketches. As its name indicates, a character sketch delineates the character of a person, or at least his or her main personality traits. In the process, it may include identification and an impression, but it will do more than tell what people *look* or *seem* like: it will show what they *are* like. A character sketch may be about a type rather than an individual, revealing the characteristics common to the members of a group, such as campus jocks, cheerleaders, art students, religious fanatics, television devotees.

b. Description of places

In describing a place for example a room, what should you describe first? The walls? The Floor? Unlike a chronologically developed paragraph, there is no set pattern for arranging sentences in

descriptive paragraph. It is not necessary to begin with one area and then proceed to another one. Nevertheless, the sentences should not be randomly arranged.

The description must be organized so that the reader can vividly imagine the scene being described. To make the paragraph more interesting, you can add a controlling idea that states an attitude or impression about the place being described. The arrangement of the details in your description depend on your subject and purpose.

c. Description of things

To write a description about something, the writer must have a good imagination about the thing that will be described. Besides, to make our subjects as interesting and as vivid to our readers as they are to us: using proper nouns and effective verbs.

1) Using Proper Noun

In addition to filling our descriptive writing with concrete details and figures of speech, we might also want to include a number of *proper nouns*, which, as we know, are the names of particular persons, places, and things. For example; Arizona, University of Tennessee. Including proper nouns that readers recognize easily can make what we are describing more familiar to them.

2) Using Effective Verb

We know how important verbs are to narration, but effective verbs can also add much to a piece of description. Writers use verbs to make descriptions more specific, accurate, and interesting. For instance, “the wind had chiseled deep grooves into the sides of the cliffs” is more specific than “the wind had made deep grooves.” The verb *chiseled* also gives the reader a more accurate picture of the wind’s action than *made* does.

4) The Structure of Descriptive Text

a) The generic structures of a description are as follows:

- (1) Identification : identifies the phenomenon to be described.
- (2) Description of features : describes features in order of importance.
 - (a) Parts/things (physical appearance)
 - (b) Qualities (degree of beauty, excellence, or worth/value)
 - (c) Other characteristics (prominent aspects that are unique).

b) The generic features of description are:

- (1) Verb in the present tense
- (2) Adjective to describe the features of the subject
- (3) Topic sentences to begin paragraphs and organize the various aspects of the description.

c) The factual description scaffold

(1) A general opening statement in the first paragraph

- This statement introduces the subject of the description to the audience.
- It can give the audience brief details about the when, where, who, or what of the subject.

(2) A series of paragraphs about the subject

- Each paragraph usually begins with a topic sentence.
- The topic sentence previews the details that will be contained in the remainder of the paragraph.
- Each paragraph should describe one feature of the subject
- These paragraphs build the description of the subject

(3) A concluding paragraph (optional)

- The concluding paragraph signals the end of the text.

4) Brainstorming Technique

a. The Nature of Brainstorming

Recently, the teaching of writing has moved away from a concentration on written product to an emphasis on the process of writing. Linguists began to develop what is now termed the process approach to writing instruction. The process approach is an attempt to take advantage of the nature of written code to give students a chance to think as they write. Process writing approaches tend to be framed in three stages of writing. They are prewriting, drafting, and revising

(Brown 2001: 348). For each stage, students should be provided with suggestions of the kinds of classroom activities that support the learning of specific writing skill. Seow (in Richards and Renandya 2002: 304) states that in planning (prewriting) stage, teachers can help students generate ideas through such activities as brainstorming, clustering, and rapid free writing.

There are some definitions of brainstorming. According to Blanchard and Root (2003:41), brainstorming is a quick way to generate a lot of ideas on a subject. The purpose is to make a list of as many as ideas as possible without worrying about how will use them. Beacon learning center proposes a similar definition on its website, it describes brainstorming as a prewriting technique of focusing on a particular subject or topic and freely jotting down any and all ideas which come to your mind without limiting or censoring information – if it comes to mind, write it down! Ideas may be single words, phrases, ideas, details, examples, descriptions, feelings, people, situations, etc. While Ghaith (2002), in his article, states that brainstorming is similar to free writing in that you write down everything you can think of without considering whether it is valid, good or usable. The difference between free writing and brainstorming is that free writing takes on a format that looks something like a paragraph, while brainstorming usually result in a list of words and phrases.

From the ideas previously, the writer conclude that brainstorming is a useful technique that can be applied in prewriting stage to encourage students to generate ideas on a certain topic they are about to write.

b. The Application of Brainstorming Technique in Teaching Writing

Brainstorming technique provides a classroom activity to support the planning stage of writing process. The purpose is to help students to generate ideas and organize their thought on a topic to write about by making a list of ideas that come to minds without any pressure to be “brilliant”. Blanchard and Root (2203: 41) mention the steps of brainstorming.

- 1) Begin with a broad topic.
- 2) Write down as many as ideas about the topic as you can in 5 minutes.
- 3) Add more items to your list by answering the question *what, how, when, where, why, and who*.
- 4) Group similar items on the list together.
- 5) Cross out items that do not belong.

There are also some rules to be followed in doing a brainstorming activity.

Oshima and Hogue (1997: 68) proposes the rules of brainstorming as follows:

- 1) Write down your genereal subject or specific topic.
- 2) Make a list of everything that comes to your mind about it.
- 3) Use words, phrases, and/or sentences. Don't worry about the order of ideas, mechanics, grammar, or spelling.
- 4) Just keep writing down whatever comes to your mind until you run out of ideas. Because you are only brainstorming, don't be concerned if you repeat several ideas.

By following the steps and rules of brainstorming, students will find it easier to write paragraphs. Many writers prefer brainstorming because the resulting list is easy to work with in terms of separating ideas. With little effort, they have an informal outline that can guide them in organizing their draft. Brainstorming can be done individually or in group.

c. The Advantages of Brainstorming in Writing

The human brain is a pattern recognition machine. Humans interact with their environment in patterned ways and it can sometimes be difficult to move beyond these patterns and develop creative solutions to problems. Writing is a thinking process. It is a creative activity in which the writers should explore their knowledge to clarify their thoughts and present them in the written form. Brainstorming is designed to facilitate lateral thinking. We can take advantage of our natural thinking processes by gathering our brain's energies into a "storm," we can transform these energies into written words or diagrams that will lead to lively, vibrant writing.

According to the handout from The Writing Center, brainstorming can help a writer to choose a topic, develop an approach to a topic, or deepen your understanding of the topic's potential. This technique is useful whether writers are starting with too much information or not enough. When they've got nothing, they might need a storm to approach when they feel "blank" about the topic, devoid of inspiration, full of anxiety about the topic, or just too tired to craft an orderly outline. In this case, brainstorming stirs up the dust, whips some air into our

stilled pools of thought, and gets the breeze of inspiration moving again. While, when they've got too much, there are times when they have too much chaos in their brain and need to bring in some conscious order. In this case, brainstorming forces the mental chaos and random thoughts to rain out onto the page, giving them some concrete words or schemas that they can then arrange according to their logical relations.

Brainstorming activity can be done individually or in group. The implementation of group brainstorming in the writing class provides some advantages to the students. The advantages are presented as below.

- 1) It is stimulating and provides a varied instructional approach.

It generates enthusiasm and eagerness to join in by its open invitation to participate and its rapid, free-wheeling approach.

- 2) It is highly motivating.

Students who usually allow their verbal, articulate classmates to dominate question-and-answer periods get the urge to participate. They are not "put down" or degraded for "wrong answers" and feel a real sense of contribution as their suggestions are noted on the project sheets. On the other hand, those who dominate traditional classroom situations are also stimulated to get their ideas out and on the record.

- 3) It increases "task focus."

The brainstorming group is kept on target with very little pressure from the group leader because of the structure and ground rules.

Editorializing, personal commentary, rejoinders, eloquent speeches, and the other destructive activities of committees are eliminated in this process.

- 4) It promotes spontaneity and creativity.

The members of the group begin to link ideas and "bounce suggestions off the group" in a sounding-board procedure that gathers momentum as the session continues. Mental power is fully unleashed in this positive atmosphere.

- 5) It is efficient and productive.

Scores of ideas and suggestions or problems and obstacles can be listed in a few minutes. Parallel suggestions and obstacles lead the group toward sound "next steps."

- 6) It involves participants in the ownership of ideas.

The participants feel greater kinship for their product as they assume group ownership of their ideas and suggestions. Problem solving is made much easier when communal commitment is guaranteed.

- 7) It provides a permanent record and aids in developing solutions to problems.

The results of the sessions can easily be reproduced or reused to design alternate procedures and programs for solving problems or meeting objectives. The production of the group takes on value as a permanent evaluation record and as testimony to individual and group effort.

It can be concluded that brainstorming brings some benefits in writing. The technique facilitates the students to generate ideas effectively by giving them opportunity to explore their prior knowledge about particular subjects. It would

help the students to overcome the problem related to the writer's block that usually faced by the students in the early stage of writing.

B. Conceptual Framework

Writing is a process of organizing ideas in which the writer is demanded to perform creativity in using the language skills to produce a written text. It is a complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously. At the sentence level those include control of content, format, sentence structure, vocabulary, punctuation, spelling, and letter formation. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraphs and texts. Further, writing in a new language would a more complex activity since writers have to deal with the differences between the first language writing and the targeted language writing. The new language has different use of its language features. Therefore, in writing english, EFL students often influenced by the use of language features in their first language writing. It leads the students to make errors in their targeted language writing.

Moreover, in writing a certain type of text, writers have to deal with certain language features. In writing descriptive texts, the writers deal with details and characteristic features of a person, thing, or place. Therefore, writers need a good vocabulary mastery in order to be able to describe someone or something clearly. With that poor vocabulary mastery, students often have problem in choosing the appropriate words to provide information about the subject.

Those elements of writing can be developed with practice. The ability to write the better sentence or choose the better word does not come from a book, but with experience. To help the students improving their writing ability, the teacher should implement strategies in the writing instructions and provide the students with appropriate trainings. Besides, the students also need to train themselves to develop their writing skills.

Since writing is a very complex cognitive activity, students find it complicated to master writing. They consider writing as a daunting task. It makes them less interested in learning writing. Without interest and motivation, students may spend long hours in the classroom with poor achievement. The students' negative attitude toward writing might cause anxiety that develop the writers' block. It would make them hesitate to start writing. Besides, the students also face difficulty in generating and organizing their ideas. They often spend much time in getting ideas yet they still don't know how to start their writing. They also confuse to decide what to write first and what to write next.

Regarding to those issues, the writing instructions should provide the students with appropriate materials and activities to encourage the the students' learning. Implementing brainstorming technique could be suitable for that situations. Brainstorming can be a quick way to generate a lot of ideas on a subject.

There are three stages in writing. They are prewriting, drafting, and revising. For each stage, students should be provided with suggestions of the kinds of classroom activities that support the learning of specific writing skill. In

planning (prewriting) stage, teachers can help students generate ideas through such activities as brainstorming, clustering, and rapid free writing. Brainstorming technique provides a classroom activity to support the planning stage of writing process. The purpose is to help students to generate ideas and organize their thought on a topic to write about by making a list of ideas that come to minds without any pressure to be “brilliant”. By using brainstorming technique, students will find it easier to write paragraphs.

In line with the problem discussed in the paragraph before, it is very interesting to seek what strategy is good for teaching writing. Moreover, in this research, the researcher tries to find out how brainstorming technique can improve students’ ability in writing descriptive texts for grade VIII B at SMP N 1 Piyungan in the academic year of 2013/ 2014.

CHAPTER III RESEARCH METHOD

This chapter presents information about how this research was conducted. It includes explanations on the research design, subjects of the research, research setting, procedure of the research, the instruments and data collection techniques, data analysis techniques, as well as the validity and reliability used under the study.

A. Research Design

In accordance with the objectives of the research that is to improve a certain condition in the setting where the research was done; the research approach used in this research is classroom action research (AR). Burns (1999: 30) says that “action research is the view to improve the quality of action within social situation, involving collaboration and cooperation of researchers, practitioners and laymen”.

Burns suggests some characteristics of action research. First, action research is contextual, small-scale and localized as it identifies and investigates problems within a specific situation. Second, it is aimed at bringing change and improvement in practice.

This research focused on the effort to improve the students’ ability in writing descriptive texts. The researcher invited the English teacher and students to work collaboratively in the research.

B. Subjects of the Research

The subjects of the research were all members involved in the English teaching learning processes in grade VIII. They were the English teacher of class VIII and the students of class VIII B at SMP N 1 Piyungan, Yogyakarta in the academic year of 2013/2014.

The class was consisted of 22 students. It was chosen as the subject of the research because the students in this class experienced some problems in learning English. Based on the observations conducted by the researcher in the preliminary study; the students of class VIII B were dealing with some issues of learning the writing skill. That the students had poor ability in writing was the concern of the researcher.

C. Research Setting

This research was conducted in SMP N 1 Piyungan with the students of class VIII B as the participants. They were the second semester students of the academic year of 2013/2014.

The research was carried out during the English class held twice a week in each class. For this class (VIII B), the scheduled classes were on Thursday and Saturday. The actions lasted in 2x40 minutes per meeting from January 21th until March 6th, 2014.

SMP N 1 Piyungan is located on Jl. Wonosari 14 kms, Srimulyo, Piyungan, Bantul, Yogyakarta.. The researcher was an alumna of this school. It gave advantages for the researcher for it would make her easier to adapt with the

school environment. It also made her well-informed about the situation and condition of the school. However, what the researcher considered at most was the issues about the poor ability of students in writing that found in this school. This school was chosen to be the place of the research since the researcher concerned with the issues on teaching and learning of writing.

D. Procedure of The Research

The research design used in this research is the self-reflective spiral of planning, acting, observing, reflecting, re-planning as the basis for a problem solving maneuver as proposed by Stephen Kemmis and Robin McTaggart (McNiff, 1992: 26).

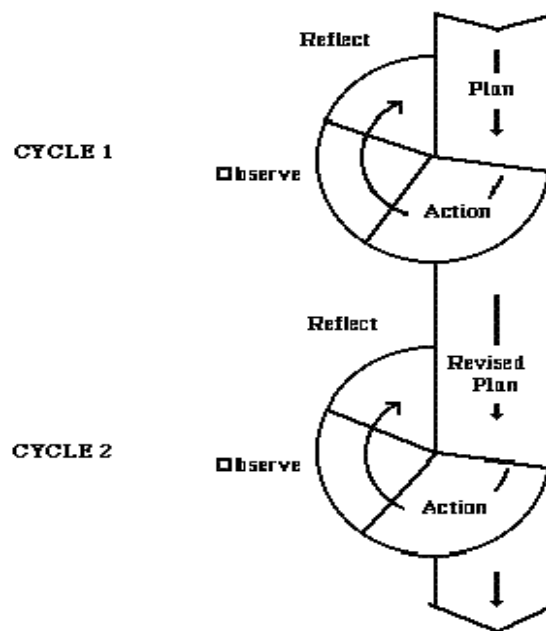


Figure 2. Steps in Action Research

The research process began with determining the thematic concern on the reconnaissance. This research was conducted in two cycles to see the improvement of the students' ability in writing descriptive text by using brainstorming technique. There were four stages in every cycle to conduct action research namely, planning, acting, observing, and reflecting. Those procedures were, then, followed by re-planning and so on.

1. Determining the thematic concern-reconnaissance

The initial step in conducting this action research was the fact-finding process. In this phase, the researcher did the observation and interview to identify the existing problems related to the English teaching and learning process. The researcher classified the problems that are interrelated based on the priority scale. Based on the result of the classroom observation and interview with the English teacher and the students, the highlighted problem was on the students' writing ability.

2. Planning

After identifying the problems of the teaching English and learning process, the researcher worked together with the English teacher to determine the action to improve the practice.

Burns (2010: 8) states the purposes of this step are to identify:

- a) What kind of investigation is possible within the realities and constraints of your teaching situation.
- b) What potential improvements you think are possible.

In this phase, the researcher collaborated with the English teacher to design an action that would be implemented in the class. Based on the observation and interview, the main issue was about the teaching and learning of writing. The researcher proposed to use the brainstorming technique to improve the students' ability in writing.

The researcher prepared the lesson plans, the materials, and the research instruments that would be used to implement the action and to collect the data. Lesson plans were used as scenarios of the teaching and learning process. The materials designed were in the form of multimedia data, copied handout, and the others were written on the whiteboard. Meanwhile the research instruments such as the interview guideline, the pretest, the questionnaire were designed by considering the kinds of data needed. The researcher also prepared a camera for documenting the activities in the class in the form of pictures. The plans per cycle were described as follows:

a) Cycle 1

- Planning

In planning the first cycle, the researcher considered the materials which would be taught by reviewing the Basic Competency. The researcher planned to have three brainstorming activities in this cycle in three meetings. In this stage, the researcher decided the three activities by considering the type of the activity and the material that will be taught.

- Action and Observation

In this stage, the lesson plans were implemented in the class, the teaching and learning process were observed and recorded in the form of field notes, and some changes were made in relation to the students' learning progress. Also, in this stage the researcher and collaborator noted some problems appearing during the teaching and learning process. In the end of the implementation, the researcher interviewed the students to get the data about the students' responses.

- Reflection

In this stage, the researcher, the teacher and the collaborator discussed the problems and solutions in each meeting, and at the end of the cycle they discussed the whole stages of the cycle as a consideration to plan the next cycle. They also discussed the result of the interviews which was done by the researcher in the end of the action.

b) Cycle 2

- Planning

In the planning session of this cycle, the researcher reviewed the result of the discussion and planned the teaching techniques to solve the problems appearing in the first cycle. Another brainstorming activity was planned to be implemented in the teaching process.

- Action and Observation

As what the researcher did in the second stage of the first cycle, in this stage the researcher implemented the revised method decided in the planning session, and observed its progress. The mistakes, weaknesses, changes and improvements were recorded as a consideration to draw the conclusion about the whole teaching and learning process.

- Reflection

In this stage, the implementation and observation of the second cycle were reflected in the discussion between the researcher, the teacher and the collaborator. Furthermore, the whole problems, solutions, changes and improvements made in the first and second cycles were discussed to draw the conclusion about the overall teaching and learning process.

3. Acting

In this phase, the researcher implemented the teaching scenario in the teaching learning process. The researcher taught the writing class by using brainstorming technique. These research actions were carried out in two cycles. In the action stage, the lesson plans and the materials and other teaching media were used in the classroom. In this stage, the English teacher acted as an observer (abbreviated T), while the researcher acted as the action taker (R) and the students acted as the subject of learning (St). The plans were carried out in the classroom.

4. Observing

When the action was done, the researcher and observer observed the teaching learning process, and also the teacher and students' activities based on the observation checklist to give the researcher feedback on her teaching techniques.

5. Reflecting

The result of the observation and other data were analyzed by the researcher and collaborators. Since this research was done collaboratively, the reflection session was carried out collaboratively too. It means that the research team came to the deep thinking on how to improve the effectiveness of the teaching-learning process so that the improvement desired by the researcher and the teacher could be achieved. The reflection session was expected to be useful in revising the plan and actions so that the efforts could be done in a better way.

Meanwhile the evaluations were done in three ways. The first was a short term evaluation which was done in every meeting. The second one was a long term evaluation which was done in every cycle. The last one was the evaluation of the overall practices which was done in the end of the second cycle. The evaluation involved the researcher and the English teacher.

6. Re-planning

The result of the reflection, then, was used to determine a new plan.

E. Data Collection Technique

The data were qualitative in nature. The data were in the forms of opinions, obstacles, preferences, and expectations of the participants. They were obtained from observation, questionnaires to the student, and interview the English teachers and some of the students as the research participants. The researcher also prepared the writing test to support the qualitative data. It would show the improvement of the student's writing score as the one of the evidence of the effectiveness of brainstorming technique for improving the student's ability in writing descriptive texts.

F. Data Analysis Technique

The data were qualitative in nature. The analysis dealt mostly with qualitative descriptions than with numbers. To analyze the data, the researcher referred to the stages of data analysis suggested by Burns (1999: 157-160). They are

1. Assembling the data

In this step, the researcher assembled the data such as field notes, interview transcripts, and so on and scanned the data in a general way to show up broad patterns so that they could be compared and contrasted. Thus, the researcher could see what really occurred in the field. According to Burn, it is useful to note down thoughts, ideas or impressions as they occur... (Burns, 1999: 157).

2. Coding the data

After scanning and categorizing the data, the researcher coded the data to make the data more specific. As what Burns (1999: 157) suggests, coding the data is a process of attempting to reduce the large amount of data that may be collected to more manageable categories of concepts, themes or types.

3. Comparing the data

Once the data had been coded, the researcher needed to review the patterns whether they were repeated and developed across different data collection techniques or not. Besides identifying the relationship among different sources of data, the other thing that the researcher needed to do was mapping frequencies of occurrences, behaviors, or responses.

4. Building interpretation

The fourth stage was the point where the researcher should deal with a great amount of creative thinking in describing, categorizing, coding, and comparing the data to make sense of their meaning. It enabled the researcher to come back to the data several times to pose questions, considered the connections, and developed explanations of the bigger picture underpinning the research (Burns, 1999: 159). After that, discussions with the collaborator were needed to make it possible for the new discoveries or interpretations as well as noting down questions and thoughts that occurred behind the surface descriptions.

5. Reporting the outcomes

The last stage of data analysis process was presenting an account of research for others. The researcher should ensure that the report covered the major processes of the research and supported the findings and outcomes with examples from the data. In general, the report included the original issues or questions underlying the study, describing the research context, outlining the finding supported with the sample data, relate the finding and the context, and suggesting how the project had been fed back into practice so that it could lead to other areas for research.

G. Validity and Reability of the Research

The validity of the data was established by fulfilling the democratic, outcome, process, catalytic, and dialogic validity (Burns, 1999):

- a) The democratic validity, which relates to the extent to which the researcher is truly collaborative and allows for the inclusion of multiple voices. In this research, the researcher worked collaboratively with the research members to determine the feasible problems and find some actions that would be implemented. They gave their opinions, suggestions, ideas, criticisms, and comments about the implication of the actions research.
- b) The outcome validity relates to the notion of actions leading to the outcomes that was successful within research context. The researcher tried to get outcome validity by looking at the result of the actions. The researcher saw the success and failure of the implementation of the actions. The research could

be said to be successful if there were some improvement in the teaching learning process.

- c) The process validity raises questions about the process of conducting the research. The actions of this research should be believable. They must be supported by some data sources that show that the process is valid. The process in this research consisted of two cycles. Each cycle consisted of planning, implementation, evaluation, and reflection steps.
- d) The catalytic validity deals with the opportunity which the participants get to deepen their understanding of the research by monitoring other participants. In this research, the researcher asked the students about their responses to the changes occurring to themselves.
- e) The dialogic validity relates to the extent that parallels with the processes of collaborative enquiry of reflective dialog with “critical friends” or other participants. After conducting some actions, the researcher collaborated with the English teacher to review the value of the actions.

While using those principles, the reliability of the data was gained by giving genuine data, such as the field notes, questionnaires, interview transcripts and other records. The triangulation (Burns, 1999: 163-164) techniques used in this research were:

- a) Time triangulation: in which the data are collected over a period of time to get a sense of what are involved in the processes of the changes. In this research, the researcher gathered the data about the improvement on reading comprehension ability through having a pre-test and post-test. Furthermore,

the portraits of the classroom situation were recorded in the observation checklists and field notes which were taken in every meeting.

- b) Investigator triangulation: more than one observer involved in the same research setting to avoid biases. In this research the collaborator (C) and the English teacher (T) were in charge of observing the teaching and learning process so that both observers contributed much in the making of the current field notes and observation checklists.

CHAPTER IV

RESEARCH PROCESS, FINDINGS AND DISCUSSION

Chapter IV presents the process of the research conducted in Cycle I and Cycle II, the result of the research and the interpretation of the findings. Each cycle in this research consist of planning, action and observation, and reflection. This chapter also presents the qualitative data obtained during the research to support the qualitative data. The details of the process are presented below.

A. The Research Process

The research was an action research. It started with the process of reconnaissance to identify the field problems. The problems found in the field were classified based on their urgency level. The urgent problems were selected and classified again based on their feasibility. Then, the feasible problems were selected as the focused problems. In this research, the low ability of students in writing descriptive text became the main issue. Some lesson plans were developed to solve the problems. The research was conducted in two cycles. Each cycle was consisted of three stages, i.e. planning, action and observation, and reflection. Brainstorming technique was implemented in the action stage of every cycle. The action was aimed at improving the students' ability in writing descriptive texts.

1. Reconnaissance

The researcher conducted the research collaboratively with the English teacher. In the preliminary stage of the research, the researcher worked together with the English teacher to identify the field problems and determine the action.

The research began with a reconnaissance process. It was the process of getting information about the whole aspects of teaching and learning process in the classroom. To identify the field problems, the researcher conducted some observations and interviews with the English teacher and the students.

The observation was conducted by the researcher by following the teaching and learning process during the lesson. The description of the teaching and learning process can be seen in the vignette below.

Vignette 1

Classroom Observation

Thursday, January 30th, 2014

The reseacher arrived at the school 15 minutes before the class starts. Then the reseacher met the English teacher in the teacher's room and had a little talk with her. The teacher told the reseacher about her plan for today's lesson in brief. The teacher would re-teach about writing descriptive texts. The bell rang at 8:55 AM. The reseacher and the teacher headed to the classroom immediately.

The reseacher and the teacher entered the classroom. The teacher then led the students to say a prayer before starting the lesson. After that, the teacher introduced the reseacher to the students and asked the reseacher to take a seat wherever she feels comfortable.

The teacher opened the lesson by saying "Assalamualaikum". The students answered "Walaikumsalam". Then the teacher greeted the students, "Good morning students" and "How are you?". The students replied, "Good morning mam. I'm fine, thank you. And you?". The teacher replied, "I'm fine too". There was a student who didn't come to the class today. The teacher asked the students why she is absent.

The teacher told the students that they were going to learn about descriptive text. The students have been taught about descriptive text in the previous semester. Therefore, the teacher asked them some questions to recall what a descriptive text is about. "What is a descriptive text, Elmita?" asked the teacher to a student. The student seemed not ready to answer. She opened her book and looked for her note about descriptive text. "It is a text to describe something, someone, place", she answered while reading her note. The teacher continued asking the students, "What is the purpose?". Some students answered together, "To describe something, someone". "In general or specific?", the teacher asked. A student answered it doubtfully, "*secara khusus*". The teacher replied, "*Ya, kalau secara general itu report*". Then she asked the students about the generic

structure of a descriptive text. Two or three students mumbled something. They looked not confident to answer. The teacher asked the students who know the answer to raise their hands and answer it clearly. However, none of them was willing to do it. Then the teacher wrote the answer on the white board and asked the students to explain each point. “*Yang namanya identification itu bagaimana?*”, asked the teacher. Still there was no student answer it. The teacher asked a student to answer but she said nothing. The teacher asked the students again whether any one of them knows the answer. A student answered in a low voice, “*memperkenalkan*”. “*Yak.. introduce ya.. what will we describe. Kalau description? Physical, apalagi?*”, asked the teacher again. Only few students tried to answer and most of their answer were incorrect. The teacher gave the correct answer and wrote them on the white board.

The teacher used PPP (Presentation-Practice-Production) teaching method. In the presentation stage, the teacher showed the students an example of a descriptive text and gave explanation about it. The teacher used a big screen to perform the activity. However, she seemed not very ready with the materials. It took some times everytime she wants to show something. Like when she wanted to show a picture of a public figure, she looked very busy with her laptop. Meanwhile, the students were talking to each other. The class became slightly noisy. After some minutes, the teacher showed Soimah, a rising star comedian, picture on the big screen and she got the students’ attention back. Then the teacher asked the students about Soimah’s physical appearance and character. Some students tried to answer using Indonesian language and the teacher helped the students by translating the words to English. While the rest of the students—almost half of the class— seemed not eager on the activity and didn’t take part in answering the questions. The teacher gave a brief explanation about adjective and noun phrase using the words from the students’ answer.

In the practice stage, the teacher showed another picture of public figure. This one was Andien, a young jazz singer. The teacher asked some questions about Andien but only few students who know her. There were only about 4 students take part to answer. Then the teacher led the students to focus on the text below the picture. The teacher said that it was an example of a descriptive text and then asked a student to read it. The student had eyes problem that he couldn’t read the text. The teacher asked a volunteer to read the text. There was a student who is willing to read the text. After finished reading the text, the teacher gave some questions to the students about the generic structure of the descriptive text. However, there were only the same students who tried to answer the questions. After that, the teacher asked the students to separate the adjectives and the noun phrases in the second paragraph of the descriptive text. It took so long for the students to finish the task. Therefore, the teacher asked them to stop writing and asked two students to write their answers on the white board. Then the teacher discussed the answers with the students. After that, the teacher gave a conclusion about descriptive texts.

In the production stage, the teacher showed the picture of Soimah again and asked the students to write a description about her. The teacher allowed the students to discuss with their partners. The teacher did the spot check when the

students doing the task. There were some students who get busy doing their own stuff and only did the task when the teacher coming to check their work. In the first 10 minutes, most of the students had not produced any sentence yet. Students seemed having problem to start their writings. Yet the teacher didn't give them any strategy to overcome the problems. Students also had problem with their vocabulary mastery. Some of them were too lazy to check on their dictionaries and only tried to ask their friends or the teacher. Some minutes passed and only a few students who have done their writing. The teacher asked a volunteer to present his/her writing on the whiteboard but there was none of them is willing to do that. Then the teacher asked a student. While the student write her work on the whiteboard, the class started to be somewhat noisy again. The students were talking to each other. The teacher showed less effort to handle the situation.

After the student finished writing on the whiteboard, the teacher read her work and led the discussion about the writing. The teacher also made some correction on it. Before ending the class, the teacher gave a home work to the students. The teacher also led the students to make a conclusion on what the have learned today.

The teacher ended the class by saying "Wassalamualaikum" and "see you".

From the vignette above, it can be seen that the teaching and learning process of writing was poor. The students were not exposed to adequate writing activity and material. The students looked not eager to follow the lesson. Yet the material given by the teacher didn't make them feel interested. The situation of the teaching and learning process tended to be monotonous because the teacher only gave some explanations, then she asked the students to do the tasks. Those activities did not encourage the students to get involved in the learning process. The researcher found that there were only a few students who actively participated during the lesson. While, some others were not confident enough, and the rest were just simply not willing to participate. The students also often lost their focus during the lesson. Once the students felt bored, they started busy doing their own

stuff, talking to each other out of the topic, or just laying their heads down on the table.

Moreover, students' motivation in learning writing was varied among others. There were many students in the class who were not highly-motivated in learning writing. They did not make a proper preparation for the class. They were not ready to learn when they came for the class. Even when the teacher asked them a simple question, they took so long to answer because they had to check their notes. Besides, many students didn't bring their dictionaries, while they needed them. Consequently, they tended to ask their friends or the teacher for translating words. It made the situation of the teaching and learning become less conducive. The students also seemed reluctant to do the tasks given by the teacher, especially in the production stage when they have to write something. Some of them even only did the tasks when the teacher did the spot check to their desks.

The researcher also found that the students had difficulties in performing the writing activity. When the teacher asked them to write a descriptive text, they couldn't accomplish the task maximally. The students spent too much time given by the teacher ineffectively. In the first some adequate minutes, they could only write two or three sentences. Some of them even haven't produced any sentence yet. They looked confuse how to start their writings. Besides, they also experienced the problem with vocabulary and grammar mastery. When the time was up for writing, some students still couldn't manage to create a paragraph for their writings. In this case, however, the teacher also didn't provide the students

with activity that encourage them to write or taught the students a strategy to make them feel at ease in doing the writing task.

Besides observation, the researcher also conducted interviews with the English teacher (collaborator) and some students to find out the problem. Questionnaires were also given to the students to find out their point of view about English, their learning motivation and their learning needs. In order to investigate the students' writing achievement, as a result of the writing learning process, a diagnostic test was administered to the students in the pre-test. The students were asked to write a descriptive text. From the test results, the researcher found that the average students' writing ability was low.

Based on the observations in the English class, interviews with some students and the English teacher, discussions with the English teacher, questionnaires and diagnostic tests given to the students, the researcher and the English teacher identified some problems existing in the field. There were some problems related to the teaching process of writing. The problems could be seen in the following table:

Table 2: The English Teaching and Learning Problems Concerning the Students' Writing Ability of Grade VIII Students at SMP N 1 Piyungan

No.	Field Problems
1.	The teaching and learning process was teacher-centered.
2.	The teacher did not use any specific strategy in teaching writing.
3.	Students had negative attitude toward writing.
4.	Students considered writing as the most difficult skill to be learned in the English subject.

(Continued)

(Continued)

No.	Field Problems
5.	Students' motivation in learning writing was varied among others.
6.	The average ability of students in writing descriptive texts was low.
7.	Students were lack of vocabulary and grammar in writing descriptive texts.
8.	The teacher did not provide the students with appropriate learning materials and activities.
9.	Slow learners and fast learners were not well-facilitated in the teaching and learning process.
10.	The were only the same few students who actively-participated in the teaching and learning process.
11.	Students felt unconfident with their writing.
12.	The teacher did not take a proper action to handle the students who lost their focus during the teaching and learning process.
13.	Students talked to each other out of the topic when they feel bored and made the class become slightly noisy.
14.	Some students only did the tasks when the teacher doing the spot check.
15.	Students spent the time for writing ineffectively with poor result.
16.	Students did not make themselves ready for the lesson.
17.	The students did not involve themselves maximally in the classroom activities.

2. Weighing the Problems Based on the Urgency Level

After the field problems were identified, the next step was weighing the field problems. The researcher weighed the field problems by holding discussions with the English teacher to fulfilled dialogic validity and democratic validity. The identified problems were selected based on the urgency level, namely, urgent and less urgent. The urgent problems were those which should be solved soon and the

less urgent problems were those which should not be solved soon. The following tables were the categorization of problems based on the urgency level:

Table 3: The Problems Concerning the Students' Writing Ability of Grade VIII Students at SMP N 1 Piyungan Based on the Urgency Level

No.	Field Problems	Urgent	Less Urgent
1.	The teaching and learning process was teacher-centered.		✓
2.	The teacher did not use any specific strategy in teaching writing.	✓	
3.	Students had negative attitude toward writing.	✓	
4.	Students considered writing as the most difficult skill to be learned in the English subject.	✓	
5.	Students' motivation in learning writing was varied among others.	✓	
6.	The average ability of students in writing descriptive texts was low.	✓	
7.	Students were lack of vocabulary and grammar in writing descriptive texts.	✓	
8.	The teacher did not provide the students with appropriate learning materials and activities.	✓	
9.	Slow learners and fast learners were not well-facilitated in the teaching and learning process.		✓
10.	The were only the same few students who actively-participated in the teaching and learning process.		✓
11.	Students felt unconfident with their writing.	✓	
12.	The teacher did not take a proper action to handle the students who lost their focus during the teaching and learning process.		✓

(Continued)

(Continued)

No.	Field Problems	Urgent	Less Urgent
13.	Students talked to each other out of the topic when they feel bored and made the class become slightly noisy.		✓
14.	Some students only did the tasks when the teacher doing the spot check.		✓
15.	Students spent the time for writing ineffectively with poor result.	✓	
16.	Students did not make themselves ready for the lesson.		✓
17.	The students did not involve themselves maximally in the classroom activities.	✓	

Table 4: The Most Urgent Problems Concerning the Students' Writing Ability of Grade VIII Students at SMP N 1 Piyungan

No.	Field Problems
1.	The teacher did not use any specific strategy in teaching writing.
2.	Students had negative attitude toward writing.
3.	Students considered writing as the most difficult skill to be learned in the English subject.
4.	Students' motivation in learning writing was varied among others.
5.	The average ability of students in writing descriptive texts was low.
6.	Students were lack of vocabulary and grammar in writing descriptive texts.
7.	The teacher did not provide the students with appropriate learning materials and activities.
8.	Students felt unconfident with their writing.
9.	Students spent the time for writing ineffectively with poor result.

(Continued)

(Continued)

No.	Field Problems
10.	The students did not involve themselves maximally in the classroom activities.

3. Selection of the Problems Based on the Feasibility Level

In this step, the field problems were further selected by the English teacher and the researcher based on the feasibility of the problems to be solved. By considering the time, funds, and energy, the problems related to the teaching reading and learning process were selected based on the feasibility level. Those problems can be seen in the table below:

Table 5: **The Most Feasible to be Solved Concerning the Students' Writing Ability of Grade VIII Students at SMP N 1 Piyungan**

No.	Field Problems
1.	The average ability of students in writing descriptive texts was low.
2.	Students had negative attitude toward writing.
3.	The teacher did not provide the students with appropriate learning materials and activities.
4.	Students spent the time for writing ineffectively with poor result.

4. Prerequisite Analysis

After identifying and selecting the problems to solve, a prerequisite analysis was determined to find causes and effects of the relationship among the problems faced in the field. The analysis was done by having a discussion with the English teacher as the collaborator. From the discussion, there were some possible causes of the field problems that can be seen in the table below.

Table 6: The Possible Causes of the Problems

No.	Field Problems	Causes
1.	The average ability of students in writing descriptive texts was low.	<ul style="list-style-type: none"> a. Students were lack of grammar and vocabulary in writing descriptive texts. b. The differences between L₁ writing and the targeted language writing led the students to make errors. c. Students were not exposed to the appropriate learning materials and activities. d. Students were not motivated to practice writing by themselves. e. Students were not well understood about the characteristics of a good descriptive writing.
2.	Students had negative attitude toward writing.	<ul style="list-style-type: none"> a. Students considered writing as the most difficult skill to learn among the other skills taught in the English subject. b. Students found writing as a daunting task. c. Students needed to use many skills at the same time to perform a writing activity.
3.	The teacher did not provide the students with appropriate learning materials and activities.	<ul style="list-style-type: none"> a. The teacher did not understand the students difficulties in writing well. b. The teacher did not explore the strategies in teaching writing to discover some suitable ones to be applied in the writing classes. c. The teacher was lack of sources and references to design the materials for teaching writing. d. The activities were not make the students to feel at ease. e. The activities were not encourage the students to write.
4.	Students spent the time for writing ineffectively with poor result.	<ul style="list-style-type: none"> a. Students felt anxiety about writing. b. Students had difficulty starting their writing. c. Students had difficulty generating ideas. d. Students had difficulty organizing their ideas.

Based on the problem analysis above, the researcher and the English teacher formulated some actions to overcome the problems. Having discussed and considered the limitation of time, fund, and energy, the researcher implemented brainstorming technique in the teaching and learning process of writing.

The implementation of brainstorming technique was aimed at solving the problems raised in the field. In this case, the activity was designed to improve the students' ability in writing descriptive texts.

Brainstorming was chosen because of the structures of the activity which was appropriate to be implemented in the teaching and learning process of writing. Brainstorming technique could be done in large groups, small groups, and individually. Doing brainstorming in group is enjoyable, exciting, and competitive. It could be used to gain the students' enthusiasm and engagement in writing activity that very useful for overcoming their anxiety about writing. Moreover, brainstorming technique could help writers choose a topic, develop an approach to a topic, or deepen their understanding of the topic's potential. It is useful whether writers have too few ideas, or too many. It could help writers to organize their thoughts. The implementation of brainstorming technique in writing activity was expected to help the students generating and organizing ideas. It enables the students to write more effectively.

B. The Implementation and Discussion of Cycle 1

1. Planning of Cycle 1

In this planning session, the researcher worked with the teacher to determine the action to solve the focused problems. In this case, brainstorming technique was chosen as the attempt to improve the students' ability in writing. In order to see the improvement, it was important to know the students' writing ability before and after the implementation of the action. Considering that need, the researcher planned to administer the pre-test and post-test. The pre-test was conducted to gain information about students' writing ability before the action, while post-test was conducted to gain information about the students' writing ability after the implementation of the actions.

Therefore, the researcher designed the instruments of the pre-test and post-test to measure the students' writing ability. The instruments were in the forms of the writing tests in which the students asked to write a descriptive text. The tests were administered to the students of class VIII B before and after the action. The pre-test and post-test used the same blueprints with the different test items. The instruments were designed based on standard competences and basic competences of writing of the second grade of junior high school.

The researcher also designed the lesson plans and the materials based on the syllabus including the brainstorming activities that would be implemented. After that, the researcher and the English teacher decided that in the implementation, the researcher would be the teacher and the teacher would be the observer. The decision was based on the consideration that the researcher knew

more about the brainstorming technique that would be implemented in the classroom. The lesson plans and the materials were also discussed by the teacher-researcher and the observer.

2. Action, Observation, and Discussion of Cycle 1

Before doing the research, a pre-test was administered to the students of class VIII B. The pre-test was carried out on February 6th, 2014. The students were asked to write a description about their favourite cartoon characters. They did the test in 40 minutes. The result of the pre-test showed that the students' writing ability was low. Most of the students got bad marks. This result was in accordance with the teacher's statement that the students' daily marks in writing were the lowest among other skills taught in the English subject.

The actions of the first cycle were carried out in three meetings on February 13th, 20th, and 22nd, 2014. Brainstorming technique was implemented in each meeting. The topic learned in the first cycle was "describing cartoon characters". The micro skills learned were identifying the language features of descriptive text, identifying the generic structure of descriptive text, identifying the purpose of descriptive text, using the correct forms of words, using vocabulary correctly, making sentences correctly, making the main idea and supporting details, writing a descriptive text.

During the action, both the teacher-researcher and the observer used observation sheets to observe the teaching and learning process whether the plans agreed before were implemented, changed, or improved. The observer and

teacher-researcher also observed the students' reaction to the implementation and the students' improvement.

a. Meeting 1

The first meeting of the first cycle was held on Thursday, February 13th, 2014. As what have been decided by the English teacher and the researcher in the planning stage, the class would be instructed by the researcher in every meeting during the research. Meanwhile, the teacher became the observer. The class started at 8:55 AM. The lesson lasted 2x40 minutes.

The researcher came into the class together with the English teacher. The researcher opened the class by greeting the students and checking the students' attendance. There was a student who was absent on that day. The researcher then started the lesson by doing the lead-in activity. The researcher gave some interesting questions to the students related to the topic that would be discussed. The activity managed to attract the students' attention. After that, the researcher told the student about the topic they were going to learn and the objectives of the lesson. The topic was about describing cartoon characters. The researcher then displayed a picture of a famous cartoon character on the big screen. The students looked more enthusiastic. It was a spongebob picture. The researcher asked the students to tell anything that comes in mind about the character. There were many students tell their ideas about the picture. Some of them spoke in Indonesian language. The researcher tried to write on the whiteboard all that she heard from the students, including some ideas that spoken using Indonesian language. The researcher then asked the students to try translating the words in English. The

researcher helped to correct them or tell them the more appropriate ones. In less than 4 minutes, the whiteboard had already fully-written by the students' ideas about the character. Actually, the researcher just asked the students to do the brainstorming activity without their knowing.

Before showing the description of the character as the example of descriptive text, the researcher asked the students to review about what is a descriptive text. Some students answered it doubtfully. None of them said it in a full sentence with clear voice. The researcher needed to confirm them word by word. She then showed the students the description of the cartoon character on the big screen. The researcher asked a volunteer to read the text but she got no one willing to do it. She asked a student to read the first paragraph and another student to read the second paragraph. After finish reading the text, the researcher discussed a little about the text and descriptive text with the students. The students had no significant difficulties in understanding the text. Almost all the words they mentioned in the brainstorming activity before reading could be found in the text.

The researcher gave some explanations about descriptive text. She emphasized on some points, such as what is descriptive text and its purpose, the language features, the generic structure, the grammar, and the sentence structure uses in descriptive text. After giving explanation of each point, the researcher asked the student to identify the language features of a descriptive in the text. The researcher also made a clear elaboration about the simple present tense and gave the students some exercises. At the end of the lesson, the researcher asked the

students to tell what they have learned in class that day in brief. The researcher gave a conclusion of the lesson and then make the closing to end the class.

b. Meeting 2

The second meeting of the first cycle was held on Thursday, February 20th, 2014. The researcher started the class by greeting the students and checking the students' attendance.

In the second meeting, the researcher continued the lesson given in the previous meeting. The researcher asked the students to remember the activity they did before reading the text, which was actually a brainstorming activity. The researcher asked some questions about the activity. The students could still remember it well. They could tell the researcher how they did the activity and how it helped them in comprehending the text much easier.

The researcher told the students that such kind of activity is called brainstorming. It was quite new for the students. The researcher then made a presentation about brainstorming technique. She explained about what is brainstorming and how to do it. She also showed the students how this technique could be applied in writing activity.

After making sure that all the students got the picture about brainstorming technique, the researcher asked the students to try doing it. The first practice of brainstorming was done together with the whole class. The researcher led the students to do it. She gave a topic to the class and gave 5 minutes for them to tell any idea that comes up in their mind about the topic. The teacher wrote anything

she heard from the students on the whiteboard. The students showed their enthusiasm in following the activity. The class was very alive. Almost all the students participated in the activity even though some of them seemed not very serious. Some few students also still hesitated to say their ideas. Overall, the first practice of brainstorming ran well.

Then the researcher gave the students some practices. She distributed copied worksheets to the students. The students did some exercises related to the activity of using brainstorming technique in pairs. After finished doing the task, the researcher led the discussion about the exercise with the class. The students had no significant difficulties in doing the task. They understood enough about the brainstorming technique.

The researcher continued to give the students another activity of brainstorming. She divided the students into groups based on the classroom seating plan. There were four rows and four columns of tables and chairs and the students sit in pairs in each column. Each column became a group. Therefore, there were four groups of students which consist of five to six students each. The students were asked to do brainstorming about a cartoon character with their own groups. The researcher showed some pictures of cartoon characters on the big screen to help students find some inspirations. However, they were free to decide the topic. The students sat together with their own groups. The researcher gave 10 minutes for the students to do the activity. She also asked each group to compete one another for generating more ideas. The students started to chose the topic and then did the brainstorming. They did the activity seriously but enjoyed it very

much. After the time was up, the researcher asked the representatives of each group to write down the result of their brainstorming practice on the whiteboard and then compared the result with the other groups. Surprisingly, the students were very enthusiastic that some of them joined to stand in front of the class to support their representatives. The activity ran well and passionately. However, the students asked rewards for doing this activity. The researcher bought them some snacks after the class was over.

The students sat back to their own seats. The researcher continued to the next activity. She gave explanation on how to manage the ideas generated on the brainstorming activity. She also gave example on how to create sentences correctly using the list of words generated in brainstorming activity and how to make them into a good paragraph. After that, the researcher asked the students to practice making sentences using the list of words on the worksheets given before together with the whole class. Furthermore, they were asked to practice it in pairs using the list of words they made when practicing brainstorming in group. The researcher checked whether the students find any difficulty. She let them to ask some questions or to speak anything related to the activities they did before. However, all the students just felt okay. The researcher then asked them to practice creating a good paragraph using that technique at home and show them to the researcher in the next meeting.

Before ending the lesson, the researcher made a review about the class activities in that day. She also asked the students to bring drawing tools in the next meeting. At the end of the lesson, the researcher gave a conclusion.

c. Meeting 3

The third meeting of the first cycle was held on Saturday, February 22nd 2014. The researcher started the class by greeting the students and checking the students' attendance.

The students were very curious why they need to bring some drawing tools. They showed the teacher what they bring and asked them what they are for. The researcher asked the students to keep them first and told them that they will use them later. The researcher then asked the students to recall their memories about brainstorming technique they have learned in the previous meeting. They could explain it well in brief. They could also answer some questions given by the researcher related to the activities they did in the previous meeting. After that, the researcher checked the students' homework she gave in the previous meeting. Since it was a medium class, the researcher came to the students from table to table quickly to glance through their works and gave them some feedbacks. Some students didn't make the homework though. She then asked the students to submit their homeworks and continued the lesson.

In this meeting, the researcher trained the students to do brainstorming individually. The researcher asked the student to remake their writing in the pre-test. However, they had to use brainstorming technique for this time. The students were managed to accomplish the task much faster than they do in the pre-test. The researcher asked them to swap their works with their partners to do peer correction and then revise their writings. The researcher asked volunteers to present their writing. A student responded immediately after making sure that it

would be alright if she make some errors in her writing. She wrote her work on the whiteboard. The researcher led the students to discuss about her writing and correct it.

The researcher made a short dialog with the students to lead them into the next activity. The researcher told them about her imaginary cartoon character. She also showed them the drawing of the character she made by herself. She was going to create a descriptive paragraph from the picture. She started performing the brainstorming technique in front of the class. She wrote down her ideas on the whiteboard. The students participated without asked by the researcher. The researcher added some explanation about categorizing the ideas in the process of brainstorming and showed the students how it will help them even more in writing. After that, the researcher organized those ideas into sentences and created a descriptive text together with the students.

The researcher continued the lesson by asking the student to prepare their drawing tools. She distributed a drawing paper and a worksheet to every student. She gave them a task to draw a cartoon character based own their own imaginations and then describe it. The researcher did the spot check and gave the students some advice to their wirtings. When almost all the students were about to finish their writings, the researcher reminded the students about the rules of a descriptive text. She then asked the students to check their works again. The researcher asked a student to present his/her writing on the whiteboard. The researcher then led the students to discuss and make correction to the writing. The researcher also asked them to correct their writing if they make the same errors.

The students revised their works before they submit them to the researcher. Before ending the lesson, the researcher gave appreciation to the students' hard work, participation, and enthusiasm in all the meetings they have.

3. Reflection of Cycle 1

After conducting the actions in Cycle I, the researcher evaluated it through some discussions with the English teacher. Some students were also interviewed to investigate the impacts of the actions to the students. These were done to fulfill the democratic validity.

In the first meeting, there still some few students who were not engaged in the lesson at first. It was because the teacher was not their English teacher but a researcher. However, those students soon changed their attitude once they got interested in the activities of the lesson that day. They also actively participated in the brainstorming activity before reading, although they seemed not really serious. Yet it indicated that brainstorming was an interesting activity. Overall, the students were not confident to speak up their ideas and opinions during the lesson in the first meeting. They were also reluctant to volunteer themselves in performing some tasks. Even though almost all the students were well involved in the teaching and learning process, the class was still dominated by the high-achievers and the fast learners. The students also used more Indonesian language in the class interaction during the lesson in the first meeting.

The second meeting was actually the first time for the researcher in introducing the brainstorming technique to the students. The students had no

difficulties in getting the concept of brainstorming technique. In this meeting, the researcher trained the students to brainstorm. The first practice was done together with the whole class members and led by the teacher. The second practice was done in group of 6 and 5 where each group had to compete one another. While the third practice was done in pairs. The activities were able to gain the students' enthusiasm in the learning process of writing. The researcher also trained the students to organize the ideas resulted from brainstorming into sentences and paragraphs. Before using brainstorming technique, the students spent so much time in the pre-writing stage ineffectively. They had difficulty in organizing their ideas. After implementing brainstorming, they could do it much easier. The implementation of brainstorming technique brought some positive impacts to the students. Moreover, it could facilitate their learning.

In the third meeting, the students practiced brainstorming and wrote descriptive texts individually. The researcher found that the students could do the task more effectively. Brainstorming could encourage them to write. However, the students still felt slightly unconfident with their writing. They still made some errors in writing descriptive texts.

From the discussions and the interviews, it could be identified that generally the actions implemented were effective to improve the teaching and learning process of writing. However, there were also some weaknesses found in the implementation of the action in terms of the teaching and learning process of writing. They were:

- a. In performing brainstorming activities, students still hesitated to speak up and write down every single idea that comes in their minds because they were afraid of making mistakes.
- b. Students still looked reluctant in volunteering themselves to perform a task or activity to the class.

In terms of students' writing ability, there were also some effectiveness and ineffectiveness of the implementation of the action. The effectiveness was that brainstorming technique could help the students to write more effectively. By considering writing as a process, the implementation of the action was effective to improve the students' writing performance. Before implementing the action, students had difficulties generating ideas. They spent much time in the planning stage of writing yet they still confused how to start their writing. By using brainstorming technique, students could generate ideas for writing instantly. They were able to make a list of words that will be used in their writing in a quick way. The evidence is presented in the student's brainstorming result below.

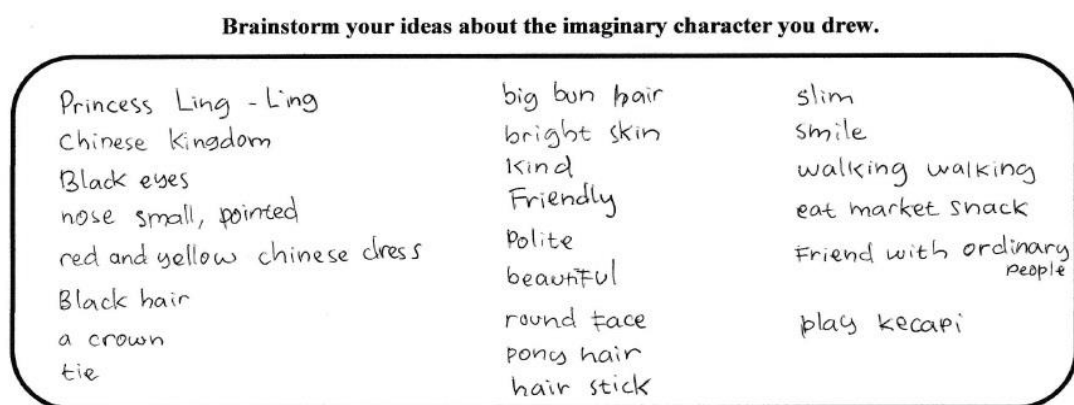


Figure 3. Student's brainstorming result of post-test I

Moreover brainstorming also encouraged the students to write because they feel at ease in doing the task. It could overcome their anxiety that might cause the writer's block. Brainstorming could help the student to organize their ideas. It helped them to create sentences and develop paragraphs easire. It could be seen by the interview transcript below.

R: *Begitu ya Bu. Lalu, dalam hal meningkatkan kemampuan menulis siswa, apakah penerapan teknik brainstorming ini efektif? Dari segi proses dulu mungkin Bu menilainya.*

(Alright. So, do you think that the implementation of brainstorming technique is effective to improve the students' writing ability? By considering writing as a process.)

T: *Dari segi proses ya.. Hmm..sepengetahuan saya siswa memang sangat kesulitan ya kalau diminta membuat paragraf lepas begitu, artinya tanpa bantuan gambar-gambar atau kalimat-kalimat, paling gak ada ini.. emm, dikasih sebuah situasi gitu.. baru bisa. Kalau enggak ya masih bingung mau nulis apa. Tapi pakai teknik brainstorming ini bisa ya. Dalam proses menulis sangat efektif ya menggunakan teknik brainstorming. Siswa jadi terbantu dalam menghasilkan ide untuk tulisan mereka. Nanti tinggal diolah lagi menjadi kalimat, kemudian menjadi paragraf. Jadi yang biasanya ngawang-ngawang cari ide jadi terbantu memulai nulis. Kalau bikin draft gitu kok sepertinya masih susah juga. Ya saya rasa sudah berhasil ya dalam hal meningkatkan proses menulis ini, teknik brainstorming efektif.*

(Considering writing as a process... Hm.. as far as i know, the students really find it difficult to write an essay, without the help of a series of pictures or sentences, or at least a situation.. if there were no such kind of things, they will get confused about what to write. However, by using this technique, they can do such kind of task. This technique is really effective to be applied in the writing process. The students get so much help in generating ideas for their writing. It can also help them to develop a sentence and a paragraph. So, the student do not waste their time for thinking what to write but they can start the process of writing immediately. While things like drafting will not do that. They will still be burdened. Yeah, i think that it is a success. Brainstorming technique is efective to improve the students' writing performance.

(Appendix C: Interview transcript 3)

Besides, there was also ineffectiveness. After the implementation of the action in cycle I, there was only a little improvement in students' writing ability by considering writing as a product. The researcher used the rubric of writing to assess the students' writing. Based on the rubric, there were five aspects that can be used to evaluate the descriptive writing, i.e. content, organization, grammar, vocabulary, mechanics. The evidence is presented in the student's writing task below.

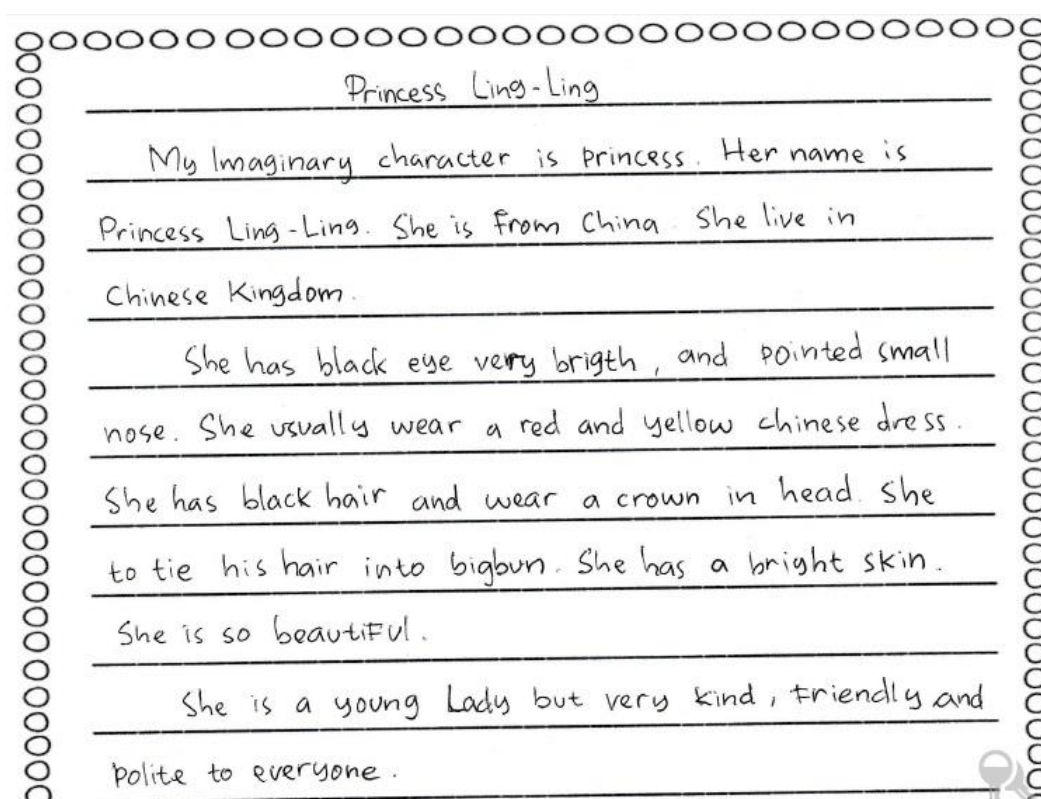


Figure 4. Student's writing in post-test I

From the student's task above, it can be seen that there are some errors and mistakes that are made by the student. Evaluating the content aspect, the topic is clear and complete enough and the details are almost relating to the topic. In terms of organization aspect, the identification is almost complete but the description

are arranged with few missuse of connectives. In terms of grammar aspect, there are some grammatital or agreement inaccuracies but not affect the meaning. In terms of vocabulary, there are some missuse of word forms. In terms of mechanics, there are some errors on spelling, punctuation, and capitalization.

4. Findings of Cycle 1

Based on what the researcher had planned, acted, observed and reflected in the first cycle, the researcher comes to the following findings:

- a. Students needed appropriate topics, activities, and materials in the teaching and learning process to keep them interested.
- b. Students needed more explanation about the descriptive texts and more exercise that focused on grammar.
- c. Students needed to understand more about the rules of brainstorming activities which were applied in the classroom.
- d. Brainstorming activities could improve students' involvement in the teaching and learning process.
- e. Competition among the groups in doing brainstorming activity could improve students' enthusiasm.
- f. Large group and medium group activities were good at promoting students' self-confidence.
- g. Brainstorming technique could help the students write more effectively.
- h. Rewards were needed to increase students' involvement, motivation and students' participation.

C. The Implementation and Discussion of Cycle 2

1. Planning of Cycle 2

Based on the reflection elaborated in the previous section, it was found that brainstorming technique were effective to encourage the students in the learning process of writing. However, there were still some weaknesses found during the implementation of the actions. They were:

- a. In performing brainstorming activities, students still hesitated to speak up and write down every single idea that comes in their minds because they were afraid of making mistakes.
- b. Students still looked reluctant in volunteering themselves to perform a task or activity to the class.
- c. Students still made some errors in their writing.
- d. Students still felt unconfident with their writing.

Considering the problems found during the implementation of the actions in Cycle 1, the researcher and the English teacher had some discussions to plan the actions to be implemented in Cycle 2. This process was done to fulfill democratic validity. Actually, the actions were just the same as those implemented in Cycle 1. However, the implementation of the action was modified as a way to overcome the problems. The actions are elaborated as follows.

In the second cycle, the researcher and the English teacher decided to gave the students more explanations and practice on the grammar of descriptive text. They would also gave them more training in using brainstorming technique. They would apply brainstorming activities which were more enjoyable for the students

in the practice stage. Those activities were expected to solve the problems in the first cycle.

Then, the researcher designed the lesson plans and the materials that will be used in the second cycle. The teacher- researcher also prepared the learning media that would be used in the second cycle.

2. Action , Observation and Discussion of Cycle 2

The actions of the second cycle were carried out in three meetings, February 27th, March 1st and 6th, 2014. The topic for the second cycle was “describing movie characters”.

a. Meeting 1

The first meeting of the second cycle was held on Thursday, February 27th 2014. The class started at 08.55 AM. The researcher started the class by greeting the students and checking the attendance list. The researcher began the lesson by telling the students about the topic they are going to learn that day and then doing the lead-in process.

In this meeting, the researcher gave more explanation about brainstorming. She emphasized on its rules, especially the important of being nonjudgemental in speaking up or writing down their ideas when doing brainstorming. She also introduced the students to use categorizing in brainstorming and added some information about how to brainstorm using questions.

Before giving the example, the researcher set a movie clip on the big screen and let the students to watch. She asked the students for paying attention to some main characters in the movie. After finished watching the movie clip, the researcher showed the picture of the first main character of the movie on the big screen and gave some questions to the students that leading them to categorize their ideas in brainstorming about the character. This method enabled the students to unlock more hidden ideas in their minds. This brainstorming activity resulted more words than before.

The researcher continued to explain how to organize the words into sentences. The researcher asked the students to review about the grammar of descriptive texts. Since there were some adjectives that could be arrange in one sentence, the researcher taught them about the use of descriptive adjective. She gave the students copied handouts about the order of descriptive adjective and gave them some elaborations. Then, the researcher gave some exercises to train them using descriptive adjective in the correct order.

The researcher continued to the next activity. She led the students to try together making a descriptive text using the list of words from the brainstorming session they did previously. The students showed a progress in the way of creating descriptive paragraphs. Before ending the lesson, the researcher gave the students time to share their thoughts about the lesson that day.

b. Meeting 2

The second meeting of the second cycle was held on Saturday, March 1st 2014. The class started at 09.35 AM. The researcher started the class by greeting the students and checking the attendance list. The researcher began the lesson by telling the students that they will continue the lesson in the previous meeting.

In this meeting, the researcher asked the students to practice brainstorming, organizing the ideas, making sentences and paragraphs. To begin the lesson, the researcher reviewed the lesson that was given in the previous meeting about using questions and categories in brainstorming. She then asked the student to remember the movie they have watched in the previous meeting. The researcher asked the students to pick another main characters in the movie as the topic for practicing brainstorming together using that method. She asked the students to choose someone to lead the brainstorming activity. The class captain was volunteering himself to do it. The class members looked surprise and excited. Seeing that, the researcher gave a challenge to the students and promised them a reward if they manage to accomplish it. All the students became more motivated and actively participated in the activity. The students also didn't use Indonesian language in speaking up their ideas. They initiatively translated them into english. The students also didn't hesitate to speak up their ideas again. The students were then asked to organize their ideas into paragraphs. They could create a descriptive text faster and better.

In the next activity, the students did the same activity but in pairs. The researcher did the spot check and assisted the students who find difficulties. After

finished writing, they swapped their works with the another pairs and then revised it. At the end of the lesson, the researcher gave the students a homework to watch a movie and train themselves to brainstorm about the main characters of the movie.

c. Meeting 3

The third meeting of the second cycle was held on Thursday, March 6th 2014. The researcher started the class by greeting the students and checking the attendance list. The researcher began the lesson by asking the students about the movie they watched at home. The researcher found that some students only watched the movie and did not practice brainstorming.

The researcher then asked each students to write a descriptive text about the main character in the movie using brainstorming technique to organize their ideas. In this activity, the researcher found that the students were able to do brainstorming well and effectively. Moreover, when the reasearcher asked some students to presents their works, they were not reluctant again and felt confident enough with their writing. They also made less errors in their writings. It indicates the improvement in their writing ability.

In the next activity, the reseacher and students discussed about all they have learned in the lessons during the reseach and made a big review as well as conclusion about brainstorming and descriptive texts. The researcher also opened a questions and answer session.

At the end of the lesson, the researcher conducted a post-test to gain information about students' writing ability after the implementation of the actions.

To collect the data, an instrument was employed to measure the students' writing ability. The instrument was in the form of writing test including the brainstorming process. The instrument consisted of a task to write a descriptive text about the main character of their favorite movies. The researcher gave 20 minutes to the students for doing the test.

The result of the post-test showed that there was an improvement of the students' writing ability. It can be seen from the students' scores.

3. Reflection of Cycle 2

After conducting the actions in Cycle II, the research team had a small discussion. In the discussion, the members of the research were free to express their opinion, feeling, and suggestion, related the implemented action. The researcher then analyzed the data from the observation and interview transcript to evaluate the actions that have been conducted.

Implementing brainstorming technique was able to improve of students' ability in writing descriptive texts. It encouraged the students to write and facilitated them in learning writing. It made the students feel at ease so that writing not became a daunting task. They could generate and organize their ideas so that they could perform the writing task more effectively. The implementation of brainstorming could also gain the students' interest and motivation for

involving themselves in the learning process of writing. It also enhanced the students' enthusiasm, especially when they do it in group.

In terms of improving the writing process, brainstorming helps the students generate ideas. They could produce a lot of words related to the topic in the first five minutes by using questions and categories in the brainstorming process.



Figure 5. Student's brainstorming result of post-test II

While in terms of improving the writing product, the students' writing showed improvement in the five aspects that can be used to evaluate the descriptive writing, i.e. content, organization, grammar, vocabulary, mechanics. The evidence is presented in the student's writing task below.

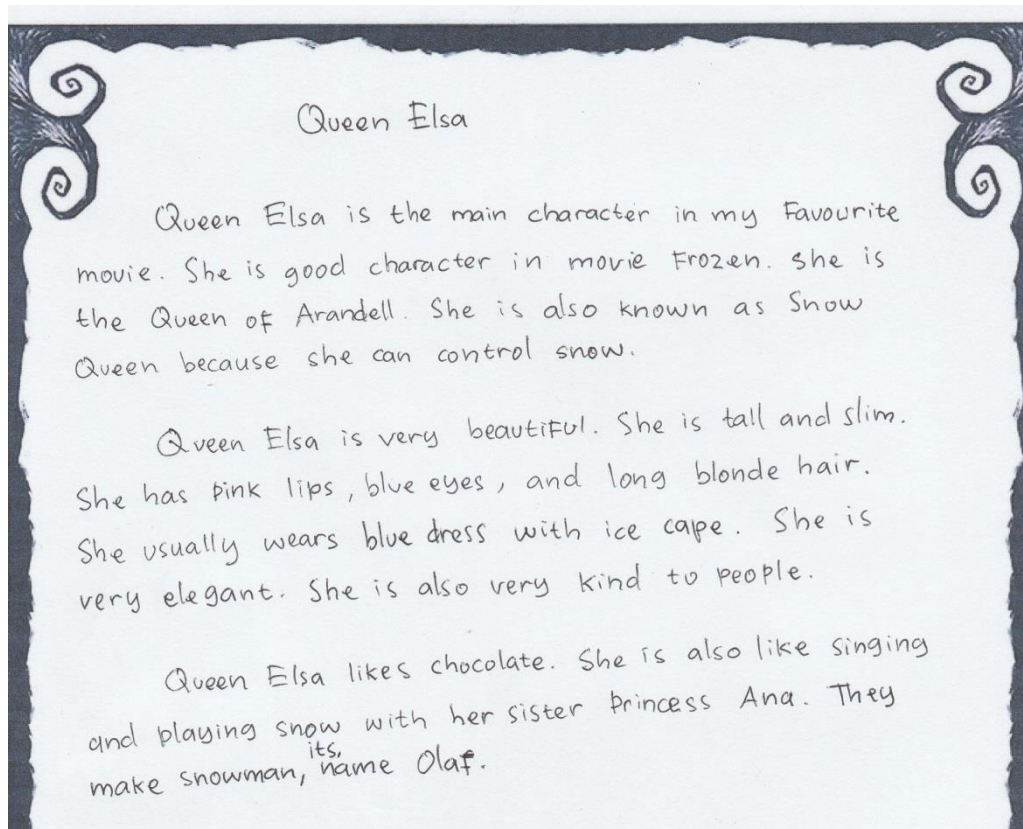


Figure 6. Student's writing in post-test II

From the student's task above, it can be seen that the errors and mistakes on the student's writing could be minimalized. Evaluating the content aspect, the topic is clear and complete and the details are relating to the topic. In terms of organization aspect, the identification are complete and the students starts using proper connectives in the description. In terms of grammar aspect, there are few

grammatical or agreement inaccuracies. In terms of vocabulary, it has effective choice of word. In terms of mechanics, it has occasional errors on capitalization.

4. Findings of Cycle 2

Based on what the teacher-researcher had planned, acted, observed and reflected in the second cycle, the teacher-researcher came to the following findings:

- a. The implementation of brainstorming technique in the writing process could encourage the students to write. It helped the students feel at ease.
- b. The students who trained using brainstorming technique in writing could manage the writing process better.
- c. Brainstorming activity could promote the students' creativity in writing. It enabled them to unlock the hidden ideas in their mind. They could produce unpredictable words for their writings.
- d. Brainstorming activity in large group was effective to increase students' involvement and enthusiasm in the teaching and learning process of writing. This activity enabled the students to compete for generating ideas.
- e. Students who trained using brainstorming technique show improvement in their writing ability. They didn't waste much time in the pre-writing stage. They could organize their ideas faster and better. It helped them much in producing a good descriptive text effectively.
- f. Students who trained using brainstorming in writing became more confident with their writings.

While the improvement of the students' writing can be seen from the mean scores of pre-test, post test I, and post test II. The result is preseted in the table below.

Table 7: Mean scores of the Students' Writing on the Five Aspects

Aspects	Mean Scores		
	Task I	Task II	Task III
Content	2.5	2.7	2.8
Organization	1.8	2.4	2.6
Grammar	1.2	2.3	2.6
Vocabulary	2.3	2.3	2.4
Mechanics	2	2.2	2.5

In references to the students' writing scores above, the students' ability in five aspects of writing improved after the brainstorming technique was applied. It showed that the students could perform the writing task better by using the brainstorming technique.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

In this chapter, the writer divides the content into three points. They are conclusions, implications, and suggestions. The explanations of each point are presented below:

A. Conclusions

This study was action research which was aimed at improving the students' ability in writing descriptive texts for Grade VIII students at SMP N 1 Piyungan. This study involved the students of VIII B which consisted of 22 students with varied levels of proficiency. The research was carried out in the second semester of the academic year of 2013/2014. It began in January 29th 2014 and ended in March 6th, 2014. This research was conducted in two cycles and started with the process of reconnaissance in which the problems dealing with the students' ability in writing descriptive text was identified. It was then continued by doing four stages of action research, i.e. planning, action, observation, and reflection which were divided into two cycles of implementation.

From the reconnaissance stage, it was found that there were some problems related to the Grade VIII students' writing ability. The focused problem was the poor ability of the students in writing as well as the poor teaching and learning process of writing. To overcome the problem, brainstorming technique was implemented in each cycle.

In the first cycle, the researcher introduced about brainstorming technique to the students and trained them to use it in writing activities. The students did the practice in some stages. It began with a large group brainstorming in which the researcher led the whole class to brainstorm about a topic together. In the next practice, the researcher divided the students into smaller groups consist of 5-6 students each. The students also did some exercises related to brainstorming in pairs. At last, the students did the practice individually. In this cycle, the researcher found that brainstorming could help the students to manage their time for writing more efficiently. They could performed the pre-writing stage faster than before they trained using brainstorming. Moreover, the students could organize their ideas much easier in writing. It helped the students feel at ease in writing. Besides, the researcher also found some weaknesses in the implementation of the action in the first cycle. The first is the students still hesitated to speak up and write down every single idea when doing brainstorming. The second is the students still made some errors in their writing, especially in terms of grammar. The third is they still felt unconfident with their writings.

However, the implementation of the action in the first cycle could indicate the effectiveness of brainstorming technique in improving students' ability. Therefore, the researcher continued to train the students using brainstorming in writing. To overcome the weaknesses found in the first cycle, the researcher improved the implementation of brainstorming technique in the second cycle. She gave some additional explanation and more intensive practices. She also used more interesting materials to maintain the students' enthusiasm. In this cycle, the

researcher found that students could perform writing activity more effectively. They also made less errors in writing and started to feel confident with their works. The second cycle was considered successful for it could overcome the weaknesses in the first cycle. The improvement of students' writing ability was supported by the students' writing scores. The mean score of the post-test was higher than the pre-test. The results of this research showed that the implementation of brainstorming technique was successful to improve the students' ability in writing descriptive texts. Through brainstorming technique, the students were able to generate ideas and organize them into a text more effectively. Besides, the implementation of brainstorming technique in writing classes could also improved the practice of the teaching and learning process.

In reference to the result of the study, brainstorming could improve the students' ability in writing descriptive texts in terms of encouraging the students to start with writing. Brainstorming facilitates the students to activate their prior knowledge before they practice their writings. It helps them generate ideas more effectively and release their anxiety that cause the writer's block. By using the technique, the students could feel at ease in performing the writing task.

B. Implications

The result of this research showed that the use of brainstorming technique has sucessfully improved the grade VIII students' writing ability in writing descriptive text at SMP N 1 Piyungan, Yogyakarta in academic year 2013/2014. The implications of the actions can be stated as follows:

1. Students who trained using brainstorming technique show improvement in their writing ability. The improvement of the students' ability in writing descriptive text can be seen from the increasing of students' mean writing score of the pre-test in the preliminary study and the post-test in the end of the second cycle. Students could gain higher scores in writing after the implementation of the action. It implies that brainstorming technique is effective to improve the students' writing ability.
2. The surveys and interviews conducted by the researcher during the action show that the students feel positive about using brainstorming technique in writing and most of them perceive that the technique helps them to improve their English writing performances. The students also become more motivated in learning writing. It implies that brainstorming technique can promote students the students learning of writing.
3. The teacher's response about the implementation of brainstorming technique is positive. She perceives that brainstorming technique could facilitate the students' learning of writing. It implies that brainstorming technique can be used by the teacher as alternative strategy in teaching writing more effectively.
4. The observations and discussion conducted during the implementation of the action show that using brainstorming technique could improve the practice of teaching and learning process of writing. It increases the students' involvement and enthusiasm in the teaching and learning process of writing.

C. Suggestions

Based on the conclusions and implications of the study above, some suggestions will be directed toward the students, the English teacher, and the researcher.

1. To the Students

The students need to explore their experience in writing activities and discover their own best way of learning writing. They should practice regularly to improve their writing skills. Since writing is a complex activity, the students could try to use some techniques that make them feel at ease and enable them to write more effectively. It is suggested that the students use brainstorming technique in writing, especially descriptive texts.

2. To the English teacher

The teacher needs to consider using some strategies in teaching writing that might facilitate the students' learning process appropriately. It is suggested that the English teacher implement brainstorming technique as an alternative strategy in teaching writing.

3. To the other Researchers

Other researchers can use this study as a basis for conducting another study on the same field in order to investigate a further effect of brainstorming technique to improve students' writing ability.

In this study, the researcher conducted the research in about two months, because of the limited time. Other researchers may follow up this study in longer time in order to find more actions to improve students' writing ability. Moreover, they can conduct this study in other grades, either in the junior or senior high school so that the finding will be more satisfactory. To get deep findings, other researchers should apply more cycles than the cycles conducted in this research.

REFERENCES

- Badan Standar Nasional Pendidikan. 2006. *Panduan Penyusunan Kurikulum Tingkat Satuan Pendidikan Jenjang Pendidikan Dasar dan Menengah*. Jakarta: BSNP.
- Bello, T. 1997. *Writing Topics for Adult ESL Students*. Paper presented at the 31st Annual Teachers of English to Speakers of Other Language Convention, Orlando, FL, USA.
- Blanchard, K. & Root, C. 2003. *Ready to Write: A first Composition Text* (Third Edition). New York: Pearson Education, Inc.
- Brainstorming Approach*. <http://www2.maxwell.syr.edu/plegal/crit3/a12.html>. Retrieved on September 22nd, 2014.
- Brainstorming*. A Handout by The Writing Center, University of North Carolina at Chapel Hill.
- Brown, H. D. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy* (2nd Edition). New York: Addison Wesley Longman, Inc.
- _____. 2004. *Language Assessment: Principles and Classroom Practices*. San Francisco: Addison Wesley Longman, Inc.
- _____. 2007. *Principles of Language Learning and Teaching* (Fifth Edition). New York: Pearson Education.
- Brown, J. D. 1995. *The Element of Language Curriculum: A Systematic Approach to Program Development*. Boston, Massachusetts: Heinle & Heinle Publishers.
- Burns, Anne. 1999. *Collaborative Action Research for English Language Teacher*, New York: Cambridge University Press.
- Feez, S. & Joyze, H. 1998. *Text-Based Syllabus Design*. Sydney: NCELTR.
- Ghazi, Ghaith. 2002. *Writing*.
<http://www.uhu.es/antonia.dominguez/virtualwriting/writing.htm>.
Retrieved on June 14th, 2013.
- Harmer, Jeremy. 2001. *The Practice of English Language Teaching* (Third Edition). England: Pearson Education Limited.

- _____. 2007. *The Practice of English Language Teaching*. New York: Edinburg: Pearson Education Limited.
- Hyland, K. 2003. *Second Language Writing*. Cambridge: Cambridge University Press.
- Ibnian, Salem. 2001. *Brainstorming and Essay Writing in EFL Class, Theory and Practice in Language Studies, Vol. 1, No. 3*. Finland: Academy Publisher.
- Labaree, D. F. 2000. *On the Nature of Teaching and Teacher Education*. Journal of Teacher Education, Vol. 51, No. 3, May/June 2000 228-233. American Association of Colleges for Teacher Education.
- McNiff, J. 1992. *Action Research: Principles and Practice*. London: Routledge.
- Nation, I. S. P. 2009. *Teaching ESL/EFL Reading and Writing*. New York: Routledge Publishers.
- Nunan, David. 1998. *Designing Task for The Communicative Classroom*. Boston: Heinle & Heinle Publishers.
- _____. 2003. *Practical English Language Teaching* (First Edition). New York: McGraw-Hill Companies, Inc.
- O' Malley, J.M., & Pierce, L. V. 1996. *Authentic Assessment for English Language Learners*. Massachusetts: Addison Wesley Publishing, Inc.
- Oshima, A. & Hogue, A. 1997. *Introduction to Academic Writing* (2nd Edition). New York: Addison Wesley Longman, Inc.
- Rao, Z. 2007. *Training in Brainstorming and Developing Writing Skills*. ELT Journal Volume 6_{1/2}. Oxford University Press.
- Richards, J. C., & Renandya, W. A. 2002. *Methodology in Language Teaching. An Anthology of Current Practice*. New York: Cambridge University Press.
- Tribble, Christopher. 1996. *Writing*. Oxford: Oxford University Press.
- Ur, Penny. 1996. *A Course on Language Teaching*. Cambridge: Cambridge University Press.
- Zemach, D. E. & Rumisek, L. A. 2005. *Academic Writing from Paragraph to Essay*. Macmillan: Cambridge University Press.

APPENDIX A

FIELD NOTES

Field Note 1

Date : Tuesday, January 21st, 2014

Time : 09:00 – 11:30 AM.

Setting : The headmaster's office

Action : Asking permission to do a research

No.	Activity
1.	The researcher arrived at the school at 09:00 AM.
2.	The researcher met the security and told him about the purposes of her visit.
3.	The security guided the researcher to the administration room.
4.	The researcher met an administration staff and asked him about the procedure of getting permission for doing a research.
5.	The staff told the researcher that she needed to ask the headmaster.
6.	The researcher went to the headmaster's office but the room was empty. She then walked around to look for the headmaster.
7.	The researcher met the headmaster in front of the library. The researcher introduced herself and told him about her intentions. The headmaster was very busy at that time. He asked the researcher to wait in the lobby until the school is over.
8.	After waiting for a while, the researcher got back to the headmaster's office. She met the headmaster there and talked about her plan.
9.	The headmaster gave permission to the researcher for doing a research there. He let the researcher to meet the English teacher.
10.	The researcher met the English teacher at the teacher room. She introduced herself to the teacher. The researcher had a small discussion about the research plan and made an appointment for the next meeting with the teacher.

Field Note 2

Date : Wednesday, January 22nd, 2014

Time : 08:15 – 08:40 AM.

Setting : School's lobby

Action : Discussing about the research schedule

No.	Activity
1.	The researcher arrived at the school at 08:15 AM.
2.	The researcher met the English teacher at the school lobby.
3.	The researcher had a further discussion about the research plan with the English teacher.
4.	The researcher and the English teacher adjusted their schedules.
5.	By considering the schedule of the English classes, the teacher picked class VIII B to be involved in the research.
6.	The researcher and the English teacher arranged the schedule of the research.
7.	The researcher and the English teacher determined the time for doing the classroom observation.
8.	The researcher and the English teacher determined the time for implementing the action.
9.	The teacher gave the schedule of English classes for class VIII B to the researcher.

Field Note 3

Date : Thursday, January 30th, 2014

Time : 08:55 – 10:15 AM.

Setting : Classroom VIII B

Action : Classroom Observation

No.	Activity
1.	The reseacher arrived at the school 15 minutes before the class starts.
2.	The researcher met the English teacher in the teacher's room and had a little talk with her. The teacher told the reseacher about her plan for today's lesson in brief. The teacher would re-teach about writing descriptive texts.
3.	The bell rang at 8:55 AM. The reseacher and the teacher headed to the classroom immediately.
4.	The reseacher and the teacher entered the classroom. The teacher then led the students to say a prayer before starting the lesson.
5.	The teacher introduced the reseacher to the students and asked the reseacher to take a seat wherever she feels comfortable.
6.	The teacher opened the lesson by saying "Assalamualaikum". The students answered "Waalaikumsalam". Then the teacher greeted the students, "Good morning students" and "How are you?". The students replied, "Good morning mam. I'm fine, thank you. And you?". The teacher replied, "I'm fine too".
7.	The teacher checked the students attendance. Class VIII B consisted of 22 students. There was a student who was absent that day.
8.	The teacher told the students about the topic and the objective of the lesson.
9.	The teacher reviewed the material since it has been taught in the previous semester. The teachers gave the students some questions about descriptive texts.

(Continued)

(Continued)

No.	Activity
10.	The teacher used PPP (Presentation-Practice-Production) teaching method.
11.	In the presentation stage, the teacher showed the students an example of a descriptive text and gave explanation about it. The teacher used a big screen to perform the activity.
12.	In the practice stage, the teacher showed another picture of public figure. The teacher asked a student to read the text. After finished reading the text, the teacher gave some questions to the students about the generic structure of the descriptive text.
13.	The teacher aslo asked the students to separate the adjectives and the noun phrases in the second paragraph of the descriptive text. Then, the teacher discussed the answer with the students.
14.	After finished doing some practices, the teacher gave a conclusion about descriptive texts.
15.	In the production stage, the teacher showed the picture of Soimah again and asked the students to write a description about her.
16.	The teacher did the spot check when the students doing the task.
17.	There were some students who get busy doing their own stuff and only did the task when the teacher coming to check their work.
18.	The students had difficulties starting their writings. In the first ten minutes, most of the students haven't produced any sentence yet.
19.	The teacher asked a student to present his/her work on the whiteboard.
20.	After the student finished writing on the whiteboard, the teacher read her work and led the discussion about the writing. The teacher also made some correction on it. The teacher ended the class by saying "Wassalamualaikum" and "see you".

Field Note 4

Date : Thursday, January 30th, 2014

Time : 11:25 – 12:00 AM.

Setting : School's lobby

Action : Discussing about the field problems

No.	Activity
1.	The researcher met the English teacher at the school lobby.
2.	The researcher interviewed the English teacher about the teaching and learning process of English.
3.	The researcher and the English teacher discussed about field problems they found in the teaching and learning process of English.
4.	The researcher and the English teacher selected the field problems based on the urgency level and the feasibility level. The highlighted problem was about the the teaching and learning process of writing.
5.	The researcher and the English teacher determined the focused problems. They found that students' ability in writing descriptive text was low.
6.	The researcher and the English teacher determined the action that would be implemented in the research. They agreed to implement brainstorming technique as the attempt to improve the situation.
7.	The researcher and the English teacher determined who will be the action taker and the observer during the research. Considering the researcher has a better knowledge on brainstorming technique, they agreed that the researcher will take the position as the teacher and the English teacher as the observer.

Field Note 5

Date : Thursday, February 6th, 2014

Time : 08:55 – 09:35 AM.

Setting : Classroom VIII B

Action : Administering the pre-test and giving questionnaire

No.	Activity
1.	The researcher and the English teacher entered the classroom at 08:55 AM.
2.	The teacher told the students that researcher was going to conduct a pre-test. She also told them that the researcher will be their instructor for the next several meetings. The teacher then gave the time to the researcher.
3.	The researcher explained the students about the procedure of the pre-test.
4.	The researcher distributed the worksheets to the students with the help from the English teacher.
5.	The researcher asked the students to do the instruction written on the worksheet.
6.	The students did the task.
7.	The students couldn't use the time effectively. Many of them just started to write in the last minutes.
8.	When the time was up, the researcher asked them to submit their works. Some of them haven't finished their writing yet.
9.	Then, the researcher distributed the questionnaires to the students.
10.	While the students worked on the questionnaires, the researcher and the English teacher did the spot check to assist the students.
11.	The researcher collected the questionnaires.

Field Note 6

Date : Thursday, February 13th, 2014

Time : 08:55 – 10:15 AM.

Setting : Classroom VIII B

Action : Conducting the first meeting of Cycle I

No.	Activity
1.	The class started at 08:55 AM.
2.	The researcher opened the class by greeting the students and checking the students' attendance.
3.	The researcher then started the lesson by doing the lead-in activity. The researcher gave some interesting questions to the students related to the topic that would be discussed. She asked whether the students still love watching cartoon movies or not. She also asked them to tell their favorite cartoon movies and describe the characters briefly.
4.	The students responded to the teacher's questions enthusiastically. The activity managed to attract the students' attention.
5.	Then, the researcher told the student about the topic they were going to learn and the objective of the lesson. The topic was about describing cartoon characters and the objective was the students were able to write a descriptive text in the of the lesson.
6.	The researcher used PPP (Presentation-Practice-Production) teaching method.
7.	The first meeting was focused on the presentation stage.
8.	The first activity was brainstorming before reading. The researcher displayed a picture of a famous cartoon character on the big screen. She asked the students to tell anything that comes in mind about the character. She wrote on the whiteboard all that she heard from the students, including some ideas that spoken using Indonesian language.
9.	Before showing the students an example of descriptive text, the researcher asked the students to review about what is a descriptive text.

(Continued)

(Continued)

No.	Activity
10.	The second activity was giving an example of a descriptive text. The researcher showed the description of the character as shown on the big screen before. She asked a student to read the first paragraph and another student to read the second paragraph.
11.	The students had no difficulties understanding the texts. Almost all the difficult vocabularies have been discussed in the brainstorming activity before reading.
12.	The next activity was giving explanations about descriptive text. The researcher emphasized on some points, such as what is descriptive text and its purpose, the language features, the generic structure, the grammar, and the sentence structure uses in descriptive text.
13.	The researcher continued to the next activity. She distributed the copied texts to the students. Then, she asked the students to identify the language features of a descriptive in the text.
14.	The next activity was dealing with the grammar focus. The researcher explained about the Simple Present Tense which is used in the descriptive texts. She also gave some exercises related to it.
15.	At the end of the lesson, the researcher asked the students to tell what they have learned in class that day in brief.
16.	The researcher gave a conclusion about the lesson today.

Field Note 7

Date : Thursday, February 20th, 2014

Time : 08:55 – 10:15 AM.

Setting : Classroom VIII B

Action : Conducting the second meeting of Cycle I

No.	Activity
1.	The class started at 08:55 AM.
2.	The researcher started the class by greeting the students and checking the students' attendance.
3.	In this meeting, the researcher emphasize the lesson on training the students to do brainstorming and practicing to create a descriptive text.
4.	Before going to that stage, first of all, the researcher asked the students to recall their memories about the brainstorming activity they did before reading in the previous meeting. The researcher asked the student how the activity help the students to comprehend the text. The students showed possitive attitude toward it. The activity helped them much.
5.	Then, the researcher made a presentation about brainstorming technique. She explained what is brainstorming technique and how to do it. She also showed the students how this technique could be applied in the writing activity and help them write more effectively.
6.	After making sure that all the students understand about the concept of brainstorming technique, the researcher asked the students to do some practices.
7.	The first practice of brainstorming was done together with the whole class. The teacher led the activity in front of the class and wrote every idea from the students on the whiteboard.
8.	The students showed their enthusiasm in following the activity. The class was very alive. Almost all the students participated in the activity.
9.	However, there were also some few students who still hesitated to say their ideas.

(Continued)

(Continued)

No.	Activity
10.	Overall, the first practice of brainstorming ran well. The researcher then continued to next activity. She gave the students some exercises related to the brainstorming technique. She distributed copied worksheets to the students and asked them to do the task in pairs.
11.	After finished doing the task, the researcher led the discussion about the exercises on the worksheets with the class. The students had no significant difficulties in doing the task. It indicated that they understand enough about the concept of brainstorming technique and how to do it.
12.	The second practice of brainstorming was done in group. The researcher divided the students into groups based on the classroom seating plan. There were four rows and four columns of tables and chairs and the students sit in pairs in each column. Each column became a group. Each group consisted of six students, except one group which consisted of five students.
13.	Each group was asked to practice generating ideas using brainstorming technique. The researcher showed some pictures of cartoon characters on the big screen to help students find some inspirations. However, they were free to decide the topic.
14.	The researcher asked the groups to compete one another for generating more ideas. After 10 minutes, each group was asked to send a representative to write the result on the whiteboard. The students were very enthusiastic that some of them join to stand in front of the class to support their representatives.
15.	The researcher continued to the next activity. She gave explanation on how to manage the ideas generated from the brainstorming activity. She also gave example on how to create sentences correctly using the list of words generated from brainstorming activity and how to make them into a good paragraph.

(Continued)

(Continued)

No.	Activity
16.	Then, the researcher asked the students to practice making sentences using the list of words on the worksheets given before. The activity was done together with the whole class.
17.	After doing that activity, the students were asked to practice doing the same task in pairs using the list of word they made when practicing brainstorming in group. The teacher asked some volunteers to present their sentences on the whiteboard and then discussed it.
18.	The researcher opened a discussion session. She let the students to ask any questions or to speak anything related to the activities they did before.
19.	The researcher then asked them to practice creating a good paragraph using that technique at home and show them to the researcher in the next meeting.
20.	Before ending the lesson, the researcher made a review about the class activities in that day.
21.	The researcher also asked the students to bring drawing tools in the next meeting.
22.	At the end of the lesson, the researcher gave a conclusion.

Field Note 8

Date : Saturday, February 22nd, 2014

Time : 09:35 – 11:05 AM.

Setting : Classroom VIII B

Action : Conducting the third meeting of Cycle I

No.	Activity
1.	The class started at 09:35 AM.
2.	The researcher started the class by greeting the students and checking the students' attendance.
3.	The reasearcher asked the students to recall their memories about brainstorming technique they have learned in the previous meeting. They could explain it well in brief. They could also answer some questions given by the researcher related to the activities they did in the previous meeting.
4.	Then, the researcher checked the students' homework she gave in the previous meeting.
5.	The researcher came to the students from table to table quickly to glance through their works and gave them some feedbacks.
6.	Some students didn't make the homework.
7.	The researcher asked the students to submit their homeworks.
8.	This meeting was focused to train the students for doing brainstorming individually and organizing the ideas into paragraphs.
9.	The researcher asked the student to remake their writing in the pre-test but they had to use brainstorming technique for this time.
10.	The students were managed to accomplish the task much faster than they do in the pre-test.
11.	The researcher asked them to swap their works with their partners to do peer correction and then revise their writing.
12.	The researcher asked a volunteer to present their writing on the whiteboard.

(Continued)

(Continued)

No.	Activity
13.	The researcher led the students to discuss about the student's writing and correct it.
14.	The researcher made a short dialog with the students to lead them into the next activity. The researcher told them about her imaginary cartoon character. She also showed them the drawing of the character she made by herself.
15.	The researcher did brainstorming about her drawing. She wrote down her ideas on the whiteboard. The students participated without asked by the researcher.
16.	Then, the researcher organized those ideas into sentences and created a descriptive text together with the students.
17.	The researcher continued the lesson by asking the student to prepare their drawing tools. She distributed a drawing paper and a worksheet to every student. She gave them a task to draw a cartoon character based own their own imaginations and then describe it.
18.	The researcher did the spot check and gave the students some advice to their writings.
19.	The students asked the students who has finished the task to recheck their writing.
20.	The researcher asked a student to present his/her writing on the whiteboard.
21.	The researcher then led the students to discuss and make correction to the writing. The researcher also asked them to correct their writing if they make the same errors.
22.	The students revised their works before they submit them to the researcher.
23.	Before ending the lesson, the researcher gave appreciation to the students' hard work, participation, and enthusiasm during all the meetings they had.

Field Note 9

Date : Thursday, February 27th, 2014

Time : 08:55 – 10:15 AM.

Setting : Classroom VIII B

Action : Conducting the first meeting of Cycle II

No.	Activity
1.	The class started at 08:55 AM.
2.	The researcher started the class by greeting the students and checking the attendance list.
3.	The researcher began the lesson by telling the students about the topic they are going to learn that day and then doing the lead-in process.
4.	In this meeting, the researcher gave more explanation about brainstorming. She emphasized on its rule, especially the important of being nonjudgemental in speaking up or writing down their ideas when doing brainstorming.
5.	She also introduced the students to use categorizing in brainstorming and added some information about how to brainstorm using questions.
6.	Before giving the example, the researcher set a movie clip on the big screen and let the students to watch. She asked the students for paying attention to some main characters on the movie.
7.	After finished watching the movie clip, the researcher showed the picture of the first main character of the movie on the big screen and gave some questions to the students that leading them to categorize their ideas in brainstorming about the character.
8.	This method enabled the students to unlock more hidden ideas in their minds. This brainstorming activity resulted more words than before.
9.	The researcher continued to explain how to organize the words into sentences.

(Continued)

(Continued)

No.	Activity
10.	The researcher taught them about the use of descriptive adjective. She gave the students copied handouts about the order of descriptive adjective and gave them some elaborations.
11.	Then, the researcher gave some exercises to train them using descriptive adjective in the correct order.
12.	The researcher continued to the next activity. She led the students to try together making a descriptive text using the list of words from the brainstorming session they did previously.
13.	Before ending the lesson, the researcher gave the students time to share their thoughts about the lesson that day.

Field Note 10

Date : Saturday, March 1st, 2014

Time : 09:35 – 11:05 AM.

Setting : Classroom VIII B

Action : Conducting the second meeting of Cycle II

No.	Activity
1.	The class started at 09:35 AM.
2.	The researcher started the class by greeting the students and checking the attendance list.
3.	In this meeting, the researcher asked the students to practice brainstorming, organizing the ideas, making sentences and paragraphs.
4.	To begin the lesson, the researcher reviewed the lesson that was given in the previous meeting about using questions and categories in brainstorming. She then asked the student to remember the movie they have watched in the previous meeting.
5.	The researcher asked the students to pick another main characters in the movie as the topic for practicing brainstorming together using that method.
6.	She asked the students to choose someone to lead the brainstorming activity. The class captain was volunteering himself to do it.
7.	The students were then asked to organize their ideas into paragraphs. They could create a descriptive text faster and better.
8.	In the next activity, the students did the same activity but in pairs. The researcher did the spot check and assisted the students who find difficulties.
9.	After finished writing, they swapped their works with the another pairs and then revised it.
10.	At the end of the lesson, the researcher gave the students a homework to watch a movie and train theirselves to brainstorm about the main characters of the movie.

Field Note 11

Date : Thursday, March 6th, 2014

Time : 08:55 – 10:15 AM.

Setting : Classroom VIII B

Action : Conducting the third meeting of Cycle II

No.	Activity
1.	The class started at 08:55 AM.
2.	The researcher started the class by greeting the students and checking the attendance list.
3.	The researcher began the lesson by asking the students about the movie they watched at home.
4.	The researcher then asked each students to write a descriptive text about the main character in the movie using brainstorming technique to organize their ideas.
5.	In this activity, the researcher found that the students were able to do brainstorming well and effectively.
6.	The researcher asked a student to present the work on the whiteboard.
7.	The researcher discussed it with the students and made some correction.
8.	Then, the reseacher and students discussed about all they have learned in the lessons during the reseach and made a big review as well as conclusion about brainstorming and descriptive texts.
9.	The researcher also opened a questions and answer session.
10.	At the end of the lesson, the researcher conducted a post-test to gain information about students' writing ability after the implementation of the actions.

APPENDIX B

DATA COLLECTION INSTRUMENTS

**INTERVIEW GUIDLINES FOR INTERVIEWING THE TEACHER
(BEFORE THE IMPLEMENTATION)**

1. Permasalahan apa yang ada terkait dengan kegiatan belajar mengajar bahasa Inggris?
2. Bagaimana proses pembelajaran bahasa Inggris di kelas?
3. Skill apa yang anda anggap paling sulit untuk diajarkan dalam pelajaran bahasa Inggris?
4. Bagaimana hasil belajar siswa dalam pelajaran *writing*, apakah lebih rendah dibandingkan dengan hasil belajar *skill* dalam pelajaran bahasa Inggris lainnya?
5. Apa saja kendala yang dihadapi dalam kegiatan belajar *writing*?
6. Aktivitas apa yang dilakukan dalam proses belajar mengajar *writing*?
7. Apa saja media yang anda gunakan dalam mengajar *writing*?
8. Apa saja teknik atau strategi yang pernah anda terapkan dalam mengajar *writing*?
9. Bagaimana partisipasi siswa dalam kegiatan belajar mengajar *writing*?
10. Apa yang anda ketahui tentang teknik *brainstorming*?
11. Menurut anda, apakah teknik *brainstorming* efektif jika diterapkan dalam kegiatan belajar mengajar *writing*?
12. Menurut anda, apakah teknik *brainstorming* dapat meningkatkan kemampuan menulis siswa dalam pelajaran bahasa Inggris?

**INTERVIEW GUIDLINES FOR INTERVIEWING THE TEACHER
(AFTER THE IMPLEMENTATION)**

1. Bagaimana kondisi siswa ibu dalam pembelajaran *writing* setelah menggunakan teknik brainstorming?
2. Bagaimana partisipasi siswa ketika pembelajaran *writing* menggunakan teknik *brainstorming* berlangsung?
3. Menurut pendapat anda, bagaimana aktivitas yang dilaksanakan dalam proses pembelajaran *writing* dengan menggunakan teknik *brainstorming* ?
4. Kendala apa yang terlihat ketika belajar *writing* menggunakan teknik *brainstorming*?
5. Menurut anda, bagaimana cara mengatasi kendala itu?
6. Bagaimana kemampuan pemahaman menulis siswa ibu setelah menerapkan teknik *brainstorming*?
7. Apa pendapat anda, setelah melihat pembelajaran *writing* menggunakan teknik *brainstorming*?
8. Apakah Anda merasa termotivasi setelah melihat penggunaan teknik *brainstorming* dalam pembelajaran *writing* di kelas?
9. Setelah mengobservasi pembelajaran *writing* dengan menggunakan teknik *brainstorming*, apakah teknik tersebut efektif diterapkan pada proses belajar mengajar *writing*?
10. Setelah menjadi observer, menurut anda, apakah teknik *brainstorming* dapat meningkatkan kemampuan menulis siswa dalam bahasa Inggris?

**INTERVIEW GUIDLINES FOR INTERVIEWING THE STUDENTS
(BEFORE THE IMPLEMENTATION)**

1. Apakah anda menyukai pelajaran bahasa Inggris?
2. Dalam belajar bahasa Inggris, *skill* apa yang anda anggap paling sulit untuk dikuasai?
3. Apa kesulitan dalam mempelajari *skill* tersebut?
4. Bagaimana pendapat anda tentang pelajaran *writing* dalam kelas bahasa Inggris?
5. Apa saja kendala yang anda hadapi dalam belajar ketrampilan menulis dalam bahasa Inggris?
6. Bagaimana cara guru mengajarkan ketrampilan menulis dalam kelas bahasa Inggris?
7. Apakah ada strategi atau teknik tertentu yang digunakan guru dalam mengajarkan *writing*?
8. Aktivitas seperti apa yang anda harapkan dalam proses belajar mengajar *writing*?
9. Menurut anda, apakah penting menguasai ketrampilan menulis dalam bahasa Inggris?
10. Apakah anda termotivasi untuk menguasai ketrampilan menulis dalam bahasa Inggris?

**INTERVIEW GUIDLINES FOR INTERVIEWING THE STUDENTS
(AFTER THE IMPLEMENTATION)**

1. Bagaimana sikap anda terhadap pelajaran *writing* dalam kelas bahasa Inggris?
2. Setelah mempelajari teknik *brainstorming*, apakah anda ada perubahan dalam menilai tingkat kesulitan pelajaran menulis dalam bahasa Inggris?
3. Setelah mempelajari teknik *brainstorming*, menurut anda apakah teknik tersebut dapat membantu mengatasi kesulitan dalam menulis?
4. Bagaimana pendapat anda tentang penggunaan teknik *brainstorming* dalam proses belajar mengajar *writing*?
5. Apakah teknik *brainstorming* efektif diterapkan dalam proses belajar mengajar *writing*?
6. Dengan menggunakan teknik *brainstorming*, apakah mempermudah anda dalam menulis teks deskriptif?
7. Bagaimana teknik *brainstorming* membantu anda dalam menulis teks deskriptif?
8. Setelah mempelajari teknik *brainstorming*, apakah anda merasa kemampuan anda dalam menulis teks deskriptif meningkat?
9. Apakah anda menjadi lebih
10. Bagaimana pendapat anda tentang cara guru-peneliti mengajarkan *writing* dengan teknik *brainstorming*?

QUESTIONNAIRE FOR THE STUDENTS (BEFORE THE IMPLEMENTATION)

PETUNJUK:

- Pertanyaan-pertanyaan berikut ini berkaitan dengan pengajaran menulis pada pelajaran bahasa Inggris. Mohon memberikan jawaban sesuai dengan kondisi yang ada.
 - Jawaban yang anda berikan sama sekali tidak akan mempengaruhi nilai.
-

1. Bagaimanakah sikap anda terhadap pelajaran bahasa inggris?
 - a. Suka.
 - b. Tidak suka.
 - c. Cukup suka.
 - d. Kurang suka.
2. Apa motivasi anda dalam mempelajari bahasa inggris?
 - a. Mau tidak mau, karena diajarkan di sekolah.
 - b. Untuk mendapatkan nilai yang bagus dalam pelajaran bahasa inggris.
 - c. Agar bisa berkomunikasi dengan bule.
 - d. Agar dapat menguasai ketrampilan bahasa inggris.
3. Diantara empat ketrampilan berbahasa yang diajarkan dalam pelajaran bahasa inggris, manakah yang anda anggap paling sulit?
 - a. Reading (membaca).
 - b. Writing (menulis).
 - c. Listening (mendengarkan/menyimak).
 - d. Speaking (berbicara).
4. Apakah anda termotivasi untuk menguasai ketrampilan menulis dalam bahasa inggris?
 - a. Iya.
 - b. Tidak.
 - c. Cukup.
 - d. Kurang .
5. Menurut anda, bagaimana tingkat kesulitan menulis dalam bahasa inggris?
 - a. Tinggi (sulit)
 - b. Rendah (mudah)
 - c. Sedang (cukup sulit)
 - d. Nol (tidak ada kesulitan)

6. Apakah kesulitan yang paling sering anda hadapi ketika menulis dalam bahasa inggris?
 - a. Bingung mau menulis apa (tidak ada ide yang muncul atau terlalu banyak ide).
 - b. Penguasaan *vocabulary* (perbendaharaan kata) yang rendah.
 - c. Penggunaan *grammar* (tata bahasa) dalam bahasa inggris.
 - d. Tidak tahu kriteria tulisan dalam bahasa inggris yang baik.
7. Seberapa sering anda berlatih atau mencoba menulis dalam bahasa inggris di luar waktu pelajaran bahasa inggris?
 - a. Sering.
 - b. Jarang.
 - c. Sesekali.
 - d. Tidak pernah.
8. Bagaimana anda menilai efektivitas cara guru mengajarkan ketrampilan *writing* (menulis) dalam pelajaran bahasa inggris selama ini?
 - a. Sangat membantu.
 - b. Cukup membantu.
 - c. Kurang membantu.
 - d. Tidak membantu.
9. Aktivitas belajar mengajar seperti apa yang anda harapkan untuk dapat mempermudah proses menulis dalam bahasa inggris?
 - a. Mengajarkan teknik yang dapat membantu mengolah ide menjadi tulisan.
 - b. Menekankan fokus pada *grammar* (tata bahasa).
 - c. Pengayaan *vocabulary* (perbendaharaan kata).
 - d. Memberikan PR dan tugas menulis secara rutin.
10. Bagaimana anda menilai kemampuan menulis anda dalam bahasa inggris?
 - a. Sangat memuaskan.
 - b. Memuaskan.
 - c. Cukup memuaskan.
 - d. Tidak memuaskan.

QUESTIONNAIRE FOR THE STUDENTS
(AFTER THE IMPLEMENTATION)

PETUNJUK:

- Pertanyaan-pertanyaan berikut ini berkaitan dengan pengajaran menulis pada pelajaran bahasa Inggris. Mohon memberikan jawaban sesuai dengan kondisi yang ada.
 - Jawaban yang anda berikan sama sekali tidak akan mempengaruhi nilai.
-
-

1. Setelah mempelajari teknik *brainstorming*, bagaimanakah sikap anda terhadap pelajaran menulis (*writing*) dalam bahasa inggris?
 - a. Suka.
 - b. Tidak suka.
 - c. Cukup suka.
 - d. Kurang suka.
2. Setelah mempelajari teknik *brainstorming*, bagaimanakah motivasi anda dalam menguasai ketrampilan menulis (*writing*)?
 - a. Tinggi.
 - b. Rendah.
 - c. Sedang.
 - d. Kurang.
3. Apakah teknik *brainstorming* efektif diterapkan pada pembelajaran menulis (*writing*) dalam bahasa inggris?
 - a. Iya.
 - b. Tidak.
 - c. Cukup.
 - d. Kurang .
4. Apakah teknik *brainstorming* dapat membantu mengatasi kesulitan yang anda hadapi dalam menulis?
 - a. Sangat membantu.
 - b. Cukup membantu.
 - c. Kurang membantu.
 - d. Tidak membantu.
5. Teknik *brainstorming* dapat membantu anda mengolah ide dalam menulis.
 - a. Sangat setuju.
 - b. Setuju.
 - c. Kurang setuju.
 - d. Tidak setuju.

6. Teknik *brainstorming* dapat membantu anda mengembangkan sebuah tulisan.
 - a. Sangat setuju.
 - b. Setuju.
 - c. Kurang setuju.
 - d. Tidak setuju.
7. Teknik *brainstorming* dapat membantu anda mengatasi permasalahan anda terkait dengan penguasaan perbendaharaan kata (*vocabulary*) dalam menulis.
 - a. Sangat setuju.
 - b. Setuju.
 - c. Kurang setuju.
 - d. Tidak setuju.
8. Menurut penilaian anda, apakah teknik *brainstorming* berhasil meningkatkan kemampuan anda dalam menulis teks *descriptive*?
 - a. Sangat berhasil.
 - b. Berhasil.
 - c. Cukup berhasil.
 - d. Tidak berhasil.
9. Bagaimana cara guru mengajarkan ketrampilan menulis (*writing*) dengan menggunakan teknik *brainstorming*?
 - a. Sangat menyenangkan.
 - b. Menyenangkan.
 - c. Cukup menyenangkan.
 - d. Tidak menyenangkan.
10. Apakah kedepannya anda tertarik untuk menggunakan teknik *brainstorming* dalam aktivitas menulis menggunakan bahasa inggris?
 - a. Sangat tertarik.
 - b. Tertarik.
 - c. Cukup tertarik.
 - d. Tidak tertarik.

INSTRUMENTS FOR TESTING THE STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXTS

1. Pre-test

- Write descriptive paragraphs about your favorite cartoon character.

2. Post-test in Cycle I

- Draw a cartoon character based on your own imagination and describe it.

3. Post-test in Cycle II

- Write descriptive paragraphs about the main character in your favorite movie.

APPENDIX C

INTERVIEW TRANSCRIPTS AND RECAPITULATION OF THE
QUESTIONNAIRE RESULTS

Interview Transcript 1

Date : Thursday, January 30th, 2014

Time : 11:30-11:45 AM.

Setting : School's lobby

Interviewer : Researcher (R)

Respondent : English teacher (T)

-
- R : Selamat siang Bu.
- T : Iya mbak.. gimana-gimana?
- R : Ini Bu.. saya mau mewawancarai Ibu dulu kalau tidak keberatan.
- T : Wawancara apa ya mbak?
- R : Cuma beberapa pertanyaan terkait proses belajar mengajar bahasa Inggris dan *writing* Bu..
- T : Oh, ya.. ya.. tak pikir wawancara apa. Direkam begitu ya?
- R : Iya Bu, pembicaraannya saya rekam ya Bu ya..
- T : Iya, iya.. silahkan.
- R : Kalau permasalahan yang ada terkait dengan kegiatan belajar mengajar bahasa Inggris, yang Ibu ketahui apa saja Bu permasalahannya?
- T : Satu, yang mungkin perlu.. dimotivasi. Motivasi anak untuk mungkin belajar bahasa inggris kurang begitu, belajar bahasa inggris mungkin masih rendah ya. Masalahnya mungkin bahwa mereka menganggap bahwa bahasa inggris itu pelajaran yang sulit. Mereka sudah punya..punya apa ya..image seperti itu. Sekalipun tidak semua anak ya mbak ya. Tapi ada beberapa anak yang punya anggapan bahwa belajar bahasa inggris itu sulit. Jadi yang pertama mungkin kita lakukan adalah motivasi mereka untuk belajar dulu, untuk menyenangkan dulu, menyenangkan belajar bahasa inggris dengan mungkin berbagai cara ya.. Jadi mungkin dengan cara membuat belajar itu tidak begitu tertekan, mereka enjoy melakukannya. Kemudian dengan mungkin dengan menggunakan *game*, bisa.. menggunakan *quiz*.. Tapi ini juga tidak selalu saya laksanakan ya mbak ya.. Cuma kadang kadang-kadang kala misalnya ada anak motivasinya mungkin agak *low*, itu mungkin dimotivasi. Dan mungkin menyanyi, ada *game*, seperti itu. Selain motivasi kemudian juga anak-anak kesulitan terutama dalam belajar grammar, itu anak-anak memang merasa kesulitan, ya..karena memang tidak seperti dulu ya mbak. Kalau pembelajaran dulu grammar berdiri sendiri, kalau sekarang kan di integrated. Jadi kadang-kadang bahwa tidak begitu fokus sekali untuk grammar, jadi kadang-kadang grammar hanya sambil lalu saja. Itu yang..yang merupakan kesulitan.
- R : Lalu Bu, bagaimana proses pembelajaran bahasa Inggris di kelas yang ibu ajar?
- T : Selama ini ya lancar, kemudian bisa dikatakan normal-normal saja. Katakanlah bahwa anak-anak juga melakukannya..mengikutinya dengan baik, dengan enjoy. Ini yang saya tau lho ya mbak..sepengetahuan yang

saya tahu mereka juga masih dalam wajar, baik lah.. tidak ada yang begitu menyedihkan.

- R : Skill apa yang Ibu anggap paling sulit untuk diajarkan dalam pelajaran bahasa Inggris?
- T : Writing. Karena writing itu memang kompleks sekali ya mbak. Kompleks sekali, jadi ya mungkin betul diketerampilan writing itu diberikan di akhir setelah ada *listening*, *speaking*, *reading*, mungkin baru writing. Karena kompleks. Karena *writing* itu nanti kan banyak sekali aspek-aspek yang disitu yang terkait disitu, ada *vocabulary*, ada *grammar*, ada *diction*.. pemilihan kosakata, dan *grammar*, *vocabulary*, dan kemudian juga pengetahuan mereka tentang bagaimana mengembangkan ide menjadi paragraf, itu yang sulit disitu. Kemudian juga kesulitannya karena anak-anak tidak terbiasa untuk menulis menggunakan bahasa Inggris, itu.. itu merupakan satu tantangan tersendiri. Jadi kami mungkin kalau mau nulis itu ya..yang sederhana saja. Jadi belum begitu..katakanlah begitu kompleks ya..karena memang banyak sekali yang terkait, komponen yang terkait di dalam *listening*, eh dalam apa.. *writing* ya.
- R : Iya Bu.. Lalu Bu, bagaimana hasil belajar siswa dalam pelajaran *writing*, apakah lebih rendah dibandingkan dengan hasil belajar *skill* dalam pelajaran bahasa Inggris lainnya?
- T : Enggak juga ya, kalau *writing* gak begitu juga. Karena begini ya, saya juga me... menilai untuk writing itu mengacu pada SKL ya mbak. SKL itu kalau *writing* itu: satu, menyusun kata menjadi kalimat; menyusun kalimat menjadi paragraf; kemudian juga melengkapi kalimat rumpang. Nah, seperti-seperti itu kan tidak begitu..tidak begitu kompleks sekali. Tapi nanti justru kalau misalnya sudah, kalau dalam ini kan masih dalam..katakankan masih dalam.. dibatasi. Nanti kalau misal membuat paragraf, yang katakanlah yang saya hanya membuat ada gambar atau apa, mungkin ya kesulitan, gitu.. tapi kalau sebatas masih ada rambu-rambunya mereka juga hasilnya juga tidak mengecewakan.
- R : Kalau kendala yang dihadapi dalam kegiatan belajar *writing* apa saja Bu?
- T : Kendalanya.. satu, *grammar* itu, jadi penyusunan kalimat.. menyusun kalimat, itu dalam *grammar*-nya. Sama pilihan kata, *diction*. Kalau sementara yang mudah-mudah aja gak masalah, tapi nanti kalau sudah itu tadi sudah saya katakan bahwa. Jadi mungkin nanti mbak coba dianukan untuk penulisan, terutama dalam penulisan tata bahasanya lebih difokuskan.
- R : Oh, baik Bu. Kalau aktivitasnya Bu, biasanya apa saja yang dilakukan dalam proses belajar mengajar *writing*?
- T : Aktivitasnya.. anak-anak, satu..dengan menyusun kalimat, eh maaf..secara per..dari kecil, menyusun kata menjadi kalimat, kemudian menyusun kalimat menjadi paragraf, kemudian juga memberikan suatu gambar..gambar untuk di *describe*, ataupun mungkin bisa dibuat dalam bentuk lain. Kemudian juga memberikan situasi, gambaran situasi, ada situasi seperti ini..coba kamu buat dalam sebuah paragraf. Itu yang biasa digunakan.

- R : Kalau media yang digunakan dalam mengajar *writing*, Ibu menggunakan apa saja?
- T : Gambar. Kemudian itu, apa ya..kalau kertas yang dipotong-potong itu apa, chart ya..chart itu juga bisa digunakan. Kalau menyusun kata menjadi kalimat kan bisa potongan-potongan kertas.
- R : Apa saja teknik atau strategi yang pernah Ibu terapkan dalam mengajar *writing*?
- T : Kalau metodenya..mungkin dengan kontekstual itu mbak, kontekstual teaching, jadi realitas. Kontekstual berdasarkan CTLnya. Kemudian nanti juga bisa PPP. P3 itu lho mbak, apa itu yang tentang Presentation..yang terakhir product. Tiga itu lho. Kalau menggunakan strategi khusus jarang. Jarang saya menggunakan. Intine yo seperti itu. Kan tadi saya menggunakan gambar to mbak. Mungkin nanti mbak e bisa menambahkan mungkin dengan menggunakan apa media yang cocok ataupun strateginya apa, monggo..
- R : Bagaimana partisipasi siswa dalam kegiatan belajar mengajar *writing*?
- T : Aktiv.
- R : Apakah Ibu mengetahui tentang teknik *brainstorming*?
- T : Iya, pernah dengar.
- R : Apa yang Ibu ketahui tentang teknik *brainstorming*?
- T : Brainstorming.. Oh, iya.. itu jadi brainstorming itu, apa mbak.. lumbar gagasan ya? Lumbar gagasan.. jadi seperti mapping itu. Sudah pernah, tapi itu biasanya untuk awal-awal mbak. Karena ini sudah review, tadi saya menggunakan itu. Kan sudah review, jadi gak usah brainstorming. Itu bisa juga. Mapping sama dengan dengan brainstorming mbak itu? Hampir sama kayaknya, jadi lumbar gagasan oleh ide-ide.
- R : Kalau menurut penilaian Ibu, apakah teknik *brainstorming* efektif jika diterapkan dalam kegiatan belajar mengajar *writing*?
- T : Efektif. Bisa.
- R : Apakah Ibu cukup optimis terhadap penggunaan teknik *brainstorming* ini untuk dapat meningkatkan kemampuan menulis siswa dalam pelajaran bahasa inggris?
- T : InsyaAllah... Bisa, kalau mapping itu juga bisa.
- R : Hm, baik Bu.. itu dulu saja Bu yang saya tanyakan.
- T : Oh, sudah ya?
- R : Iya Bu, terima kasih banyak atas responnya.

Interview Transcript 2

Date : Thursday, February 13th, 2014

Time : Afterschool time

Setting : Teachers' Room

Interviewer : Researcher (R)

Respondent : English teacher (T)

-
- R : Selamat siang Bu.
- T : Oh, iya mbak.. mau membahas ngajarnya tadi ya?
- R : Iya Bu. Bagaimana tadi Bu saya ngajarnya?
- T : Gak ada masalah ya.. Iya. Tadi kan masih menyampaikan materi tentang *descriptive texts* ya. Saya pikir sudah bagus. Materinya kan sudah pernah disampaikan, jadi anak-anak juga gak begitu sulit memahami.
- R : Kalau respon siswanya bagaimana Bu?
- T : Anak-anak tadi semangat ya. Partisipasinya sudah bagus. Mungkin karena topiknya juga menarik, jadi, emm.. apa tadi ya, kartun-kartun gitu ya.. anak-anak tertarik. Jadi, ya memang terlihat lebih antusias dari biasanya. Terus tadi sudah mulai brainstorming blm ya?
- R : Belum dijelaskan Bu, tapi sudah mulai diperkenalkan.. waktu tadi sebelum diberi contoh teks deskriptif itu kan ada aktivitas *brainstorming before reading*.
- T : Oh, iya.. iya.. Berarti dipertemuan berikutnya mulai mengajarkan *brainstorming* ya?
- R : Iya Bu, pertemuan selanjutnya dijelaskan tentang *brainstorming* lalu dikasih latihan-latihan. Ada yang perlu saya tambahkan atau gimana, mungkin Ibu ada masukan?
- T : Enggak mbak, sudah cukup saya rasa. Ngikutin ini aja.. emm.. RPP-nya aja, sudah bagus kok ini.
- R : Baik Bu. Kalau kekurangan saya dalam mengajar tadi gimana Bu?
- T : Sejauh ini gak ada masalah ya. Tadi sudah lancar, sudah bagus. Jadi dilanjutkan saja sampai selesai siklus pertama. Nanti kan ada semacam post-test gitu kan ya mbak?
- R : Iya Bu..
- T : Nah, nanti setelah itu baru kita diskusikan lebih jauh, karena nanti kan anu ya.. menganalisa hasilnya juga gitu kan ya mbak?
- R : Iya Bu.
- T : Ya udah, begitu aja. Dilanjutkan aja.
- R : Baik Bu, terima kasih atas waktunya.

Interview Transcript 3

Date : Saturday, February 24th, 2014

Time : Afterschool time

Setting : Teachers' Room

Interviewer : Researcher (R)

Respondent : English teacher (T)

-
- R : Selamat siang Bu.
- T : Oh, ya.. silahkan mbak.
- R : Terima kasih Bu.
- T : Jadi ini ya, pertemuan kemaren sudah selesai siklus pertama ya..
- R : Iya Bu.
- T : Hmm.. jadi ada tiga kali pertemuan ya di siklus pertama ya?
- R : Iya. Hasil pengamatan untuk siklus pertama ini bagaimana Bu?
- T : Ini ya, saya rasa untuk cara mengajar, pemilihan materi, dan penggunaan media, sudah bagus. Sudah sesuai untuk mendukung proses belajar mengajar *writing*.
- R : Kalau penerapan teknik *brainstorming* dalam pelajaran *writing* selama siklus pertama itu gimana Bu hasilnya?
- T : Sudah kelihatan ya.. ada beberapa peningkatan. Siswa lebih aktif. Kan biasanya kalo pelajaran *writing* itu cenderung monoton ya. Aktivitasnya itu-itu saja. Mengisi teks yang rumpang.. emm, terus itu ya.. menyusun *jumbled-sentences* jadi paragraf gitu ya. Juga.. lebih antusias ya, yang waktu *brainstorming* dilakukan dalam kelompok, itu kayaknya siswa jadi terprovokasi untuk.. berpartisipasi, begitu. Kan itu aturannya bebas mengeluarkan ide apa saja, jadi siswa tidak merasa sulit atau terbebani begitu. Walaupun, ada beberapa siswa yang masih kurang pede, ragu-ragu gitu ya, ngomongnya pelan-pelan.. ada juga yang masih agak *celelek'an*. Tapi tiga atau empat aja yang begitu. Karakter siswanya juga mungkin ya.
- R : Begitu ya Bu. Lalu, dalam hal meningkatkan kemampuan menulis siswa, apakah penerapan teknik *brainstorming* ini efektif? Dari segi proses dulu mungkin Bu menilainya.
- T : Dari segi proses ya.. Hmm..sepengetahuan saya siswa memang sangat kesulitan ya kalau diminta membuat paragraf lepas begitu, artinya tanpa bantuan gambar-gambar atau kalimat-kalimat, paling gak ada ini.. emm, dikasih sebuah situasi gitu.. baru bisa. Kalau enggak ya masih bingung mau nulis apa. Tapi pakai teknik *brainstorming* ini bisa ya. Dalam proses menulis sangat efektif ya menggunakan teknik *brainstorming*. Siswa jadi terbantu dalam menghasilkan ide untuk tulisan mereka. Nanti tinggal diolah lagi menjadi kalimat, kemudian menjadi paragraf. Jadi yang biasanya *ngawang-ngawang* cari ide jadi terbantu memulai nulis. Kalau bikin *draft* gitu kok sepertinya masih susah juga. Ya saya rasa sudah berhasil ya dalam hal meningkatkan proses menulis ini, teknik *brainstorming* efektif.

- R : Kalau dari segi *product*-nya Bu?
- T : Hasil tulisan siswa ya..
- R : Iya Bu.
- T : Hmm.. iya, kemarin sudah saya cek. Beberapa sudah ada peningkatan ya. Penilaiannya menggunakan rubrik yang kemarin dikasih ke saya itu ya?
- R : Iya Bu. Itu kan ada beberapa aspek gitu Bu.
- T : Oh, iya.. iya.. Ini ya mbak, ada *content*, *organization*... yang ini ya?
- R : Betul Bu. Kalau dari aspek *content* bagaimana Bu?
- T : Dari aspek *content* ada peningkatan ya. Yang dari hasil pre-test kan masih banyak yang topiknya kurang jelas dan detailnya gak nyambung gitu. Yang mulai pakai brainstorming ini sudah jelas topiknya, detailnya juga udah kelihatan nyambung.
- R : Kemudian dari aspek *organization* Bu?
- T : *Organization* berarti ini ya.. emm.. kalau di teks deskriptif, *identification* sama *description*-nya ya?
- R : Iya Bu.
- T : Ini yang sebelumnya yang di *pre-test* masih banyak yang *identification*-nya gak jelas ya, ada beberapa juga yang langsung loncat ke *description* gitu ya. Kalau yang di *post-test* pertama ini kebanyakan sudah tertib, *identification*-nya cukup jelas, *description*-nya juga cukup mendukung. Jadi bisa dikatakan cukup meningkat.
- R : Selanjutnya dari aspek *grammar*-nya bagaimana Bu?
- T : Kalau *grammar* belum terlalu kelihatan ya ini.. peningkatannya. Masih banyak yang salah *verb*-nya. Mungkin ini mbak, untuk siklus yang selanjutnya diberi penjelasan lagi tentang, emm.. *simple present tense* sama yang tentang *grammar* gitu.
- R : Oh, baik Bu. Kalau dari aspek *vocabulary* bagaimana Bu?
- T : Ada peningkatan ya. Karena pas *brainstorming* itu kan banyak menghasilkan kata-kata, ada yang gak biasa juga.. jadi dalam tulisan, pemilihan katanya juga mulai terlihat lebih variatif, meskipun penggunaannya masih ada yang salah-salah juga.
- R : Yang terakhir dinilai dari aspek *mechanics* bagaimana Bu?
- T : *Spelling*-nya masih ini ya.. ada kesalahan-kesalahan. Kalau *punctuation* dan *capitalization* sudah lebih tertib dibanding sebelumnya. Jadi kalau secara keseluruhan cukup kuat indikasinya kalo teknik *brainstorming* ini bisa meningkatkan kemampuan menulis siswa ya. Coba nanti direkap nilainya biar lebih akurat. Saran saya ini ya.. dilanjutkan ke *cycle* dua, menggunakan *brainstorming* lagi. Diberi latihan-latihan *brainstorming* lagi, sama itu tadi mbak.. *grammar*. Diajarkan lagi tentang *grammar*-nya.
- R : Iya Bu. Terima kasih ya Bu atas waktunya.
- T : Iya mbak.

Interview Transcript 4

Date : Saturday, March 8th, 2014

Time : School break time

Setting : Teachers' room

Interviewer : Researcher (R)

Respondent : English teacher (T)

-
- R : Selamat pagi Bu.
- T : Iya mbak.. ini mau wawancara lagi ya?
- R : Iya, boleh Bu?
- T : Silahkan mbak.
- R : Bagaimana kondisi siswa ibu dalam pembelajaran *writing* setelah diajarkan menggunakan teknik *brainstorming*?
- T : Dari hasil pengamatan saya, emm.. mungkin ini ya.. siswa jadi lebih termotivasi dalam belajar menulis yang selama ini dianggap sebagai skill yang paling sulit dikuasai dalam ketrampilan bahasa Inggris.
- R : Bagaimana partisipasi siswa ketika pembelajaran *writing* menggunakan teknik *brainstorming* berlangsung?
- T : Bagus. Siswa menjadi lebih aktif dan antusias mengikuti pelajaran menulis bahasa Inggris. Hampir semua *cooperative* ya. Aktivitas *brainsrotming* juga kan mendukung siswa untuk terlibat dalam proses belajar mengajar *writing* secara aktif.
- R : Bagaimana aktivitas yang dilaksanakan dalam proses pembelajaran *writing* dengan menggunakan teknik *brainstorming* ?
- T : Bagus ya, jadi bisa memfasilitasi siswa dalam belajar *writing*.
- R : Kendala apa yang terlihat ketika belajar *writing* menggunakan teknik *brainstorming*?
- T : Karena ini masih baru ya.. maksudnya.. siswa kan baru kali ini diajarkan pakai teknik ini, ada beberapa yang masih gak pede untuk menyampaikan idenya, ragu-ragu begitu. Ada beberapa yang kelihatannya masih cenderung memilah-milah idenya waktu *brainstorming*, jadi hanya ide-ide yang dianggap aman saja yang disampaikan. Ada beberapa yang masih kesulitan juga dalam mengolah ide yang ditulis saat *brainstorming* menjadi kalimat dan paragraf, terutama karena masalah *grammar* ya.
- R : Menurut Ibu, bagaimana cara mengatasi kendala tersebut?
- T : Mungkin ini ya.. emm.. siswa perlu lebih banyak latihan menggunakan *brainstorming*. Kemudian juga dimotivasi dan didorong untuk lebih giat berlatih sendiri dalam menulis.
- R : Bagaimana kemampuan siswa menulis teks deskriptif setelah menerapkan teknik *brainstorming* ini Bu?
- T : Dari sebelum penerapan.. kemudian di siklus pertama.. lalu siklus ke-dua.. progresif ya. Jadi lebih baik, ada peningkatan-peningkatan begitu.
- R : Bisa dijelaskan Bu, peningkatannya seperti apa?

- T : Dinilai dari segi proses menulis, terlihat sekali ya perbedaannya.. sebelum menggunakan teknik *brainstorming*, kalau disuruh menulis tanpa bantuan gambar-gambar atau kalimat-kalimat yang menggambarkan situasi gitu, siswa masih kesulitan sekali ya, terutama dalam hal mengolah ide menjadi tulisan. Penerapan *brainstorming* ini.. siswa terbantu sekali ya, jadi tau cara menghasilkan ide dan mengolahnya menjadi tulisan. Jadi sebelumnya waktu sering habis buat mikirin mau nulis apa gitu kan mbak, kalau pakai teknik *brainstorming*, bisa ada lebih banyak waktu untuk menulis. Jadi proses menulis menjadi lebih maksimal dan efektif.
- R : Kalau peningkatan yang dilihat dari segi *product* Bu?
- T : Dari segi *product* juga lebih baik. Peningkatannya.. emm.. berarti dinilai menggunakan acuan *assessment* yang lima aspek itu ya. Untuk tiap aspek saya rasa masing-masing meningkat ya.
- R : Dari aspek *content*, peningkatannya seperti apa Bu?
- T : Sebagian besar sudah menulis dengan topik yang jelas.. dan juga *details*-nya sudah mendukung topik yang dibicarakan dalam tulisan. Sebelumnya kan banyak yg masih gak nyambung gitu mbak.
- R : Kemudian dari aspek *organization* Bu, peningkatannya seperti apa?
- T : Dari aspek *organization*, siswa sudah menulis *descriptive texts* dengan bagian *identification* yang memberikan informasi yang cukup kepada pembaca, jadi sudah jelas apa yang mau dibicarakan dalam tulisan tersebut, kemudian bagian *description*-nya juga penyusunannya sudah bagus.
- R : Kalau peningkatan dari aspek *grammar*-nya seperti apa Bu?
- T : Dari aspek *grammar* tidak begitu mencolok ya, tapi ada peningkatan juga. Masih ada sedikit kesalahan-kesalahan *grammatical* ya.. tapi tidak yang kemudian mempengaruhi makna kalimat yang ingin disampaikan.
- R : Selanjutnya, peningkatan dari aspek *vocabulary*, seperti apa Bu?
- T : Pada awalnya kan bisa dibilang siswa ini ya mbak.. kekurangan *vocabulary* yang memadai untuk menulis. Dalam proses *brainstorming* kan siswa menghasilnya banyak kata-kata yang kadang awalnya gak kepikiran mau ditulis, tapi bisa keluar dalam proses tersebut. Jadi siswa juga mendapat tambahan pengetahuan *vocabulary*. Tulisan siswa kan jadinya juga lebih variatif ya pemilihan kata-katanya. Karena dalam *brainstorming* ada banyak pilihan kata yang bisa dikembangkan menjadi kalimat, pemilihan *vocabulary* juga jadi lebih efektif ya.
- R : Yang terakhir, dari aspek *mechanics*-nya Bu, peningkatannya seperti apa?
- T : Dari aspek *mechanics* sudah gak banyak kesalahan spelling. Penggunaan tanda baca dan huruf kapital juga sudah ini, sebagian besar sudah tepat.
- R : Hmm.. begitu ya Bu peningkatannya. Kalau pendapat Ibu sendiri bagaimana, setelah melihat pembelajaran *writing* menggunakan teknik *brainstorming*?
- T : Mungkin ini ya.. bagus ya.. dalam artian, saya melihatnya teknik tersebut memang bisa menjadi alternatif dalam mengajarkan siswa ketrampilan menulis.

- R : Apakah Ibu merasa termotivasi setelah melihat penggunaan teknik *brainstorming* dalam pembelajaran *writing* di kelas?
- T : Ya saya sangat mengapresiasi penelitian yang anda lakukan, dan saya pribadi merasa sangat termotivasi untuk mencoba menggunakan teknik ini dalam proses pembelajaran *writing* di kelas saya.
- R : Setelah mengobservasi pembelajaran *writing* dengan menggunakan teknik *brainstorming*, apakah teknik tersebut efektif diterapkan pada proses belajar mengajar *writing*?
- T : Efektif.
- R : Setelah menjadi observer, menurut anda, apakah teknik *brainstorming* dapat meningkatkan kemampuan menulis siswa dalam bahasa Inggris?
- T : Iya, bisa, dari hasil tulisan siswa dan nilainya kan bisa kelihatan mbak.
- R : Baik Bu, terima kasih atas waktunya.
- T : Sama-sama ya mbak.

Interview Transcript 5

Date : Thursday, February 6th, 2014

Time : School break time

Setting : Classroom VIII B

Interviewer : Researcher (R)

Respondent : Student (S₁)

-
- R : Halo dik, boleh wawancara sebentar?
- S₁ : Iya Miss.
- R : Namanya siapa?
- S₁ : Sherlyna.
- R : Sherlyna suka pelajaran bahasa Inggris gak?
- S₁ : Lumayan
- R : Kok lumayan?
- S₁ : Susah
- R : Apa kesulitannya dalam belajar bahasa Inggris?
- S₁ : Waktu listening sama opo yo. .. sama writing.
- R : Kenapa?
- S₁ : Susaaaah..
- R : Susahnya apa?
- S₁ : Ada kesulitan tersendiri.
- R : Misalnya?
- S₁ : Kalau listening itu .. kalau orang inggris itu ngomongnya beda, aneeeh..
- R : Oh.. jadi gak paham gitu ya ngomong apa?
- S₁ : Iyaaa..
- R : Terus kalau writing susah gimana
- S₁ : Bingung apa yang mau ditulis.. terus pengejaan tulisan, ya kayak gitu.. susah.
- R : Guru kalau ngajar writing gimana?
- S₁ : Ya biasa gitu
- R : Diajarin teknik tertentu gitu gak dalam menulis?
- S₁ : Enggak, ya Cuma biasa gitu mbak
- R : Pengennya pelajaran menulis itu yang seperti apa?
- S₁ : Emm... Yang gak bikin susah deh pokoknya.
- R : Terus, menurut kamu, penting gak menguasai ketrampilan menulis dalam bahasa Inggris?
- S₁ : Iya
- R : Kenapa?
- S₁ : Buat besok masuk universitas atau gimana gitu.
- R : Oh, gitu ya. Makasih ya dik.
- S₁ : Iya, sama-sama Miss.

Interview Transcript 6

Date : Thursday, February 6th, 2014

Time : School break time

Setting : Classroom VIII B

Interviewer : Researcher (R)

Respondent : Student (S₂)

-
- R : Dik, wawancara sebentar boleh?
- S₂ : Boleh Miss.
- R : Namanya siapa?
- S₂ : Rizka.
- R : Rizka suka gak pelajaran bahasa Inggris?
- S₂ : Ya lumayan lah, setengah-setengah mbak.. setengah-setengah.
- R : Ada kesulitan gak?
- S₂ : Ada..
- R : Misalnya?
- S₂ : Kalau menulis sama dengerin gitu lho mbak.. kalau dari radio gitu lho mbak.
- R : Kesulitannya apa?
- S₂ : Kalau menulis emang saya gak bisa. Kalau mendengarkan ya kayak sambung kesambung gitu mbak kata-katanya.
- R : Berarti skill yang kamu anggap paling sulit untuk dikuasai itu ya?
- S₂ : Iya.. Nulis susah mbak.. sama ya itu tadi.
- R : Listening?
- S₂ : He'em
- R : Kalau pelajaran menulis gitu biasanya ngapain?
- S₂ : Ya suruh nulis aja mbak.
- R : Kalau kamu pengennya pelajaran menulis seperti apa.
- S₂ : Ya kalau pengennya yang seru gitu mbak.
- R : Menurut kamu, penting gak menguasai ketrampilan berbahasa Inggris?
- S₂ : Nganu.. setengah-setengah mbak.
- R : Setengah-setengah itu gimana?
- S₂ : Fifteen-fifteen.
- R : Fifty-fifty?
- S₂ : Kalo fifteen limolas ya..
- R : Terus dik, kalau *writing* penting gak?
- S₂ : Ya lumayan mbak, ya bisa. He'e he'e.. Iya iya.
- R : Iya atau lumayan dik?
- S₂ : Iya. Kan katanya itu kan buat kuliah to mbak, tapi kan aku gak kuliah. Jadi ya enggak lah mbak.
- R : Lho, terus kalau gak kuliah mau ngapain?
- S₂ : Langsung kerja.
- R : Oh, langsung kerja. Lulus smp langsung kerja?
- S₂ : Lulus sma langsung kerja.

- R : Kok gak bisa menulis, emangnya kesulitannya apa Dik?
- S₂ : Nganu.. ya nulis kek misalnya itu.. kalo gurunya ngomong apa gitu, ya kita tu kek salah satu, jadi kek misale apa ya 'retweet' gitu.. nah itu e nya kurang satu atau apa.. nah gitu kita salahnya
- R : Kalau pendapat kamu tentang cara guru mengajarkan menulis gimana?
- S₂ : Ya biasa, ya lumayan bagus. Bagus.
- R : Oke. Terima kasih ya Dik.
- S₂ : Sama-sama.

Interview Transcript 7

Date : Thursday, February 6th, 2014

Time : School break time

Setting : Classroom VIII B

Interviewer : Researcher (R)

Respondent : Student (S₃)

R : Halo Dik.. namanya siapa?

S₃ : Risca.

R : Risca suka pelajaran bahasa Inggris gak?

S₃ : Ya kadang-kadang.. tergantung materinya.

R : Yang disukai materi apa?

S₃ : Mendengarkan, listening.

R : Kenapa suka listening?

S₃ : 'Ndengerin suara-suara gitu.

R : Susah gak?

S₃ : Susah, kadang-kadang tu suaranya cepet-cepet, kadang-kadang tu gak cepet. Jadinya tu kadang-kadang enak, kadang-kadang enggak.

R : Kalau dari keempat ketrampilan berbahasa Inggris yang dipelajari, mendengarkan, menulis, membaca, sama berbicara, yang paling sulit apa?

S₃ : Berbicara lah.

R : Kenapa?

S₃ : Karena nanti gak mesti benar percakapan kita, gitu lho mbak. Nanti mbacanya kadang-kadang itu beda. Menulis juga susah sih mbak.

R : Kesulitannya apa?

S₃ : Kalau nulisnya itu sulitnya, nanti kalau misalnya mengurutkan kalimat. Trus kalau nulis paragraf gitu gak tau mau nulis apa, harus pake *tenses-tenses* gitu juga kan susah kalo gak hafal.

R : Tapi penting gak menurut kamu, untuk bisa menulis dalam bahasa Inggris?

S₃ : Penting lah mbak, kalau gak penting nanti salah terus nulisnya..

R : Kenapa.. buat apa?

S₃ : Karena itu penting mbak.

R : Oke, makasih ya Dik.

S₃ : Iya.

Interview Transcript 8

Date : Thursday, February 6th, 2014

Time : School break time

Setting : Classroom VIII B

Interviewer : Researcher (R)

Respondent : Student (S₄)

R : Dik, namanya siapa?

S₄ : Wisnu.

R : Wisnu suka pelajaran bahasa Inggris?

S₄ : Ya, lumayan.

R : Ada kesulitan gak dalam belajar bahasa Inggris?

S₄ : Menulis,

R : Kenapa?

S₄ : Susah karena banyak yang harus diperhatikan. Tulisan bahasa Inggris kan beda, jadi kadang2 kurang satu huruf itu lho.

R : Kalau skill yang paling sulit dipelajari apa?

S₄ : Menulis juga

R : Tapi penting gak bisa menguasai ketrampilan menulis bahasa Inggris?

S₄ : Penting.

R : Kenapa

S₄ : Karena nanti untuk di kerja.

R : Peran guru dalam proses belajar mengajar menulis dalam pelajaran bahasa Inggris, menurut kamu gimana?

S₄ : 'Mbantu, tapi tetep kesulitan.

R : Terus kamu pengennya pelajaran menulis seperti apa?

S₄ : Gak tau, yang asik gitu aja.

Interview Transcript 9

Date : Thursday, February 6th, 2014

Time : School break time

Setting : Classroom VIII B

Interviewer : Researcher (R)

Respondent : Student (S₅)

R : Halo Dik, namanya siapa?

S₅ : Namanya Tiara

R : Tiara suka pelajaran bahasa Inggris gak?

S₅ : Suka.

R : Ada kesulitan dalam belajar bahasa Inggris?

S₅ : Ada

R : Apa aja tuh kesulitannya?

S₅ : Listening sama writing.

R : Kenapa?

S₅ : Ya kadang kalau 'ndengerin itu ngiranya tulisannya gini.. nanti kalau.. nanti ternyata gini.

R : Terus kalo writing?

S₅ : Ada beberapa kesulitan.

R : Misalnya?

S₅ : Misalnya, kalau misalnya nulis cerita harus pake v1 v2 gitu kan kalau misalnya gak hafal.

R : Terus, gimana cara guru ngajar ketrampilan menulis selama ini?

S₅ : Emm.. enak.

R : Penting gak untuk bisa menguasai kemampuan berbahasa Inggris?

S₅ : Penting.

R : Kenapa?

S₅ : Ya nanti kan bisa buat misalnya.. ada turis, nanti bisa berkomunikasi bahasa inggris

R : Makasih ya Tiara atas waktunya

S₅ : Iya, sama-sama.

Interview Transcript 10

Date : Saturday, February 22nd, 2014

Time : School break time

Setting : Classroom VIII B

Interviewer : Researcher (R)

Respondent : Student (S₆)

-
- R : Halo Dik Mita.
 S₆ : Halo Miss, mau wawancara ya?
 R : Iya Dik, boleh ya?
 S₆ : Boleh dong Miss.
 R : Mau tanya pendapat kamu tentang pelajaran menulis yang saya ajarkan selama beberapa pertemuan ini, menurut kamu gimana?
 S₆ : Asik Miss. Seru Miss pas yang dikelompokin gitu trus suruh banyak-banyakan bikin ide.
 R : Sebelumnya udah pernah diajarin teknik *brainstorming* belum?
 S₆ : Belum pernah Miss.
 R : Terus, udah paham belum tentang teknik *brainstorming* ini?
 S₆ : Ya, lumayan Miss. Cukup paham lah.
 R : Trus ada kesulitan gak dalam aktivitas *brainstorming* gitu?
 S₆ : Sedikit Miss.
 R : Apa kesulitannya?
 S₆ : Ya kan idenya tu kadang gak tau bahasa Inggrisnya apa, kan gak pede jadinya kalau mau bilang.
 R : Kan gak apa-apa itu. Nanti kan ditulis bahasa Indonesianya dulu gak apa-apa, baru nanti diterjemahkan.
 S₆ : Iya ya Miss.
 R : Iya. Terus kamu suka gak dengan aktivitas *brainstorming*?
 S₆ : Suka Miss.
 R : Apakah penggunaan teknik *brainstorming* membantu kamu dalam menulis?
 S₆ : Iya.
 R : Membantunya gimana?
 S₆ : Jadi gampang.. ngerti gitu apa yang mau ditulis.
 R : Ada kekurangan apa saya dalam mengajarkan menulis?
 S₆ : Udah enak kok Miss. Tapi kalo dikasih hadiah jadi lebih semangat lagi, hehe.
 R : Oh, gitu ya.. hehe. Makasih ya Dik.
 S₆ : Iya, sama-sama.

Interview Transcript 11

Date : Saturday, February 22nd, 2014

Time : School break time

Setting : Classroom VIII B

Interviewer : Researcher (R)

Respondent : Student (S₇)

-
- R : Dik Sinta.. boleh minta waktunya sebentar?
- S₇ : Iya Miss.
- R : Saya mau minta pendapat kamu tentang pelajaran menulis yang saya ajarkan selama beberapa pertemuan ini. Menurut kamu gimana?
- S₇ : Menyenangkan.
- R : Kenapa?
- S₇ : Ini Miss, cara ngajarnya beda. Kan kalau biasanya itu kalau pelajaran *writing* aktivitasnya cuma gitu-gitu aja Miss. Gak seru, bikin bosan.
- R : Oh, gitu ya.. terus, paling suka pas ngapain?
- S₇ : Pas, apa ya.. suruh yang kayak lomba antar kelompok itu Miss, kan yang paling banyak menghasilkan ide dari *brainstorming* menang. Jadi semangat banget Miss.
- R : Sudah paham belum tentang teknikanya?
- S₇ : Sudah Miss.
- R : Ada kesulitan gak dalam melakukan *brainstorming*?
- S₇ : Enggak Miss. Tapi kalau pas 'njadiin paragraf gitu ya masih agak susah Miss, hehe.
- R : Oke. Tapi terbantu gak kamu nulisnya dengan teknik *brainstorming* itu?
- S₇ : Iya Miss, jadi berasa gampang gitu karena banyak yang bisa ditulis jadinya.
- R : Makasih ya Sinta, udah mau aku tanya-tanyain.
- S₇ : Iya Miss. Santai aja, aku seneng kok diwawancara, hehe.

Interview Transcript 12

Date : Saturday, February 22nd, 2014

Time : School break time

Setting : Classroom VIII B

Interviewer : Researcher (R)

Respondent : Student (S₈)

-
- R : Riko..
- S₈ : Iya Miss.
- R : Mau tanya-tanya sebentar boleh ya?
- S₈ : Ya..
- R : Menurut kamu, pelajaran menulis yang saya ajarkan selama beberapa kali pertemuan ini gimana?
- S₈ : Ya.. baik-baik saja Miss.
- R : Maksudnya gimana?
- S₈ : Ya.. gak ada masalah, bisa diikuti dengan baik.
- R : Menyenangkan gak?
- S₈ : Lumayan.
- R : Aktivitas apa yang paling disukai dan gak disukai?
- S₈ : Emm.. apa ya.. semua suka kok Miss. Eh.. anu Miss, suka yang pas suruh nggambar kartun trus dideskripsikan.
- R : Kenapa?
- S₈ : Karena Miss nggambaranya keren. Karena saya suka nggambar juga.
- R : Terus, kamu sudah paham belum tentang teknik *brainstorming*?
- S₈ : Cukup paham Miss.
- R : Ada kesulitan dalam melakukan *brainstorming*?
- S₈ : Emm.. gak tau Miss, tapi sudah lumayan bisa kok.
- R : Oke.. oke.. Setelah pake teknik *brainstorming* kamu nulisnya lebih enak gak?
- S₈ : Iya Miss.
- R : Ada saran gak untuk pertemuan selanjutnya?
- S₈ : Apa ya.. Yang seru-seru aja Miss, biar gak bosan.
- R : Oke Riko. Makasih ya waktunya.
- S₈ : Iya Miss.

Interview Transcript 13

Date : Thursday, March 6th, 2014

Time : Afterschool time

Setting : School's canteen

Interviewer : Researcher (R)

Respondent : Student (S₉)

-
- R : Dik, maaf saya lupa namanya, siapa ya?
- S₉ : Nama saya Anisa Prastiwi.
- R : Oke, Dik Anisa Prastiwi, menurut kamu susah gak menulis bahasa Inggris?
- S₉ : Kalau saya.. saya itu tidak bisa, jadinyaya.. agak sulit dalam menerapkannya
- R : Setelah mempelajari teknik *brainstroming* apa masih sesulit sebelumnya?
- S₉ : Ya.. lebih mendingan daripada yang dulu.
- R : Jadi teknik *brainstorming* membantu kamu mengatasi kesulitan dalam menulis?
- S₉ : Ya, bisa jadi.
- R : Bagaimana *brainstorming* membantu kamu dalam menulis
- S₉ : Ya bisa lebih mengetahui apa itu *brainstorming*, ya sejenis itu lah. Pokoknya merasa lebih gampang aja nulisnya mbak.
- R : Terus, efektif gak kalau teknik *brainstorming* diterapkan dalam pelajaran menulis bahasa Inggris?
- S₉ : Ya, bisa jadi.
- R : Apakah aktivitas *brainstorming* dalam pelajaran menulis menyenangkan?
- S₉ : Ya tergantung orangnya.
- R : Bagaimana kamu menilai cara saya mengajarkan ketrampilan menulis?
- S₉ : Ya.. Ya.. bisa jadi cukup menyenangkan.
- R : Bisa dipahami yang saya sampaikan?
- S₉ : InsyaAllah bisa, kalau lagi berkonsentrasi bisa, kalau enggak, ya udah buyar.
- R : Yang kamu rasakan, setelah menggunakan teknik *brainstorming* apakah kemampuan menulis kamu meningkat?
- S₉ : Iya.. iya.. bisa.
- R : Secara keseluruhan, saya mengajarnya gimana?
- S₉ : Mbak-nya itu ya enak dlm mengajar nya buat saya, kalau buat temen2 yang lain saya gak tau.
- R : Iya, terimakasih Anisa Prastiwi, silahkan dilanjutkan makannya. Maaf sudah mengganggu.
- S₉ : Gak apa-apa mbak.

Interview Transcript 14

Date : Thursday, March 6th, 2014

Time : Afterschool time

Setting : School's canteen

Interviewer : Researcher (R)

Respondent : Student (S₁₀)

-
- R : Halo Tyas.. maaf ya mengganggu sebentar.
- S₁₀ : Iya Miss, gak apa-apa.
- R : Tyas, menurut kamu sulit gak menulis bahasa Inggris?
- S₁₀ : Sulit.
- R : Setelah mempelajari teknik *brainstorming* menurut kamu lebih mudah gak jadinya?
- S₁₀ : Iya, lebih mudah.
- R : Kenapa?
- S₁₀ : Karena kita bisa menulis ide2nya dulu, nanti kan langsung bisa dibikin deskriptifnya
- R : Jadi menurut kamu *brainstorming* bisa mengatasi kesulitan kamu dalam menulis?
- S₁₀ : Iya.
- R : Apakah efektif menerapkan teknik *brainstorming* dalam pelajaran menulis?
- S₁₀ : Iya, efektif.
- R : Pendapat kamu tentang cara saya mengajarkan teknik *brainstorming* bagaimana?
- S₁₀ : Mudah dipahami dan menyenangkan.
- R : Menurut kamu apakah teknik *brainstorming* berhasil meningkatkan kemampuan kamu dalam menulis descriptive text?
- S₁₀ : Iya
- R : Secara keseluruhan, cara saya mengajar bagaimana?
- S₁₀ : Enak, cepet masuk ke otak.
- R : Oke, terima kasih Tyas.
- S₁₀ : Sama-sama.

**RECAPITULATION OF THE QUESTIONNAIRE RESULT
(BEFORE THE IMPLEMENTATION)**

No.	Questions	Score				Percentage (%)			
		A	B	C	D	A	B	C	D
1.	Bagaimanakah sikap anda terhadap pelajaran bahasa inggris?	8	0	11	3	36.4	0	50	13.6
2.	Apa motivasi anda dalam mempelajari bahasa inggris?	0	3	0	19	0	13.6	0	86.4
3.	Diantara empat ketrampilan berbahasa yang diajarkan dalam pelajaran bahasa inggris, manakah yang anda anggap paling sulit?	0	12	9	1	0	54.5	40.9	4.5
4.	Apakah anda termotivasi untuk menguasai ketrampilan menulis dalam bahasa inggris?	3	0	10	9	13.6	0	45.5	40.9
5.	Menurut anda, bagaimana tingkat kesulitan menulis dalam bahasa inggris?	11	2	8	1	50	9.1	36.4	4.5
6.	Apakah kesulitan yang paling sering anda hadapi ketika menulis dalam bahasa inggris?	10	5	7	0	45.5	22.8	31.9	0
7.	Seberapa sering anda berlatih atau mencoba menulis dalam bahasa inggris di luar waktu pelajaran bahasa inggris?	0	15	6	1	0	68.2	27.3	4.5

(Continued)

(Continued)

No.	Questions	Score				Percentage (%)			
		A	B	C	D	A	B	C	D
8.	Bagaimana anda menilai efektivitas cara guru mengajarkan ketrampilan <i>writing</i> (menulis) dalam pelajaran bahasa inggris selama ini?	3	14	4	1	13.6	63.6	18.2	4.5
9.	Aktivitas belajar mengajar seperti apa yang anda harapkan untuk dapat mempermudah proses menulis dalam bahasa inggris?	14	6	2	0	63.6	27.3	9.1	0
10.	Bagaimana anda menilai kemampuan menulis anda dalam bahasa inggris?	0	3	11	8	0	13.6	50	36.4

**RECAPITULATION OF THE QUESTIONNAIRE RESULT
(AFTER THE IMPLEMENTATION)**

No.	Questions	Score				Percentage (%)			
		A	B	C	D	A	B	C	D
1.	Setelah mempelajari teknik <i>brainstorming</i> , bagaimanakah sikap anda terhadap pelajaran menulis (<i>writing</i>) dalam bahasa inggris?	12	0	10	0	54.5	0	45.5	0
2.	Setelah mempelajari teknik <i>brainstorming</i> , bagaimanakah motivasi anda dalam menguasai ketrampilan menulis (<i>writing</i>)?	9	0	13	0	40.9	0	59.1	0
3.	Apakah teknik <i>brainstorming</i> efektif diterapkan pada pembelajaran menulis (<i>writing</i>) dalam bahasa inggris?	15	0	7	0	68.2	0	31.9	0
4.	Apakah teknik <i>brainstorming</i> dapat membantu mengatasi kesulitan yang anda hadapi dalam menulis?	7	15	0	0	31.9	68.2	0	0
5.	Teknik <i>brainstorming</i> dapat membantu anda mengolah ide dalam menulis.	9	13	0	0	40.9	59.1	0	0
6.	Teknik <i>brainstorming</i> dapat membantu anda mengembangkan sebuah tulisan.	7	13	2	0	31.9	59.1	9.1	0

(Continued)

(Continued)

No.	Questions	Score				Percentage (%)			
		A	B	C	D	A	B	C	D
7.	Teknik <i>brainstorming</i> dapat membantu anda mengatasi permasalahan anda terkait dengan penguasaan perbendaharaan kata (<i>vocabulary</i>) dalam menulis.	5	15	2	0	22.8	68.2	9.1	0
8.	Menurut penilaian anda, apakah teknik <i>brainstorming</i> berhasil meningkatkan kemampuan anda dalam menulis teks <i>descriptive</i> ?	6	11	5	0	27.3	50	22.8	0
9.	Bagaimana cara guru mengajarkan ketrampilan menulis (<i>writing</i>) dengan menggunakan teknik <i>brainstorming</i> ?	8	9	5	0	36.4	40.9	22.8	0
10.	Apakah kedepannya anda tertarik untuk menggunakan teknik <i>brainstorming</i> dalam aktivitas menulis menggunakan bahasa inggris?	3	12	6	1	13.6	54.5	27.3	4.5

APPENDIX D

COURSE GRIDS AND LESSON PLANS

COURSE GRID (CYCLE I)

Standard of Competence : Writing

6. Expressing meanings in very simple short essay and functional written discourses in the forms of descriptive and recounts to interact with surrounding environment.

Basic Competence	Materials	Learning Activities	Indicators	Assessment	Time
Expressing meanings and rhetorical steps of very simple short essay using various written discourses accurately, fluently, acceptably to interact with surrounding environment in the forms of descriptive and recount texts.	<ul style="list-style-type: none"> • Short functional text <ul style="list-style-type: none"> - Some example of descriptive texts • Language focus <ul style="list-style-type: none"> - Generic structure of a descriptive text (identification and description) - Simple Present Tense (formula and function) - Noun phrase and adjective phrase - Comparative degree • Vocabulary <ul style="list-style-type: none"> - Vocabularies related to physical character. • Spelling • Punctuation • Brainstorming technique 	<ul style="list-style-type: none"> • Lead-in • Introucing the topic and the objectives of the lesson • Presentation <ul style="list-style-type: none"> - Giving example of a descriptive text. - Giving explanation about descriptive text. - Analyzing the language features and generic structures of the text. - Giving explanation about simple present tense. 	Students are able to: <ul style="list-style-type: none"> • Identify the generic structure of a descriptive text. • Identify the language feature of a descriptive text. • Generate ideas using brainstorming technique. • Make sentences from the list of words which are generated from brainstorming activity correctly. • Create a descriptive paragraph correctly. 	Written test <ul style="list-style-type: none"> • Draw an imaginary cartoon character and then describe it. 	6 x 45 minutes

		<ul style="list-style-type: none"> - Giving explanation about brainstorming. • Practice <ul style="list-style-type: none"> - Identifying the generic structure of a descriptive text. - Identifying language feature in a descriptive text. - Giving some grammar practices. - Giving some brainstorming practices (in groups, in pairs, individually). - Making sentences from the list of words. • Production <ul style="list-style-type: none"> - Drawing a picture of imaginary cartoon character. - Creating a descriptive paragraph based on the picture. 			
--	--	---	--	--	--

COURSE GRID (CYCLE II)

Standard of Competence : Writing

6. Expressing meanings in very simple short essay and functional written discourses in the forms of descriptive and recounts to interact with surrounding environment.

Basic Competence	Materials	Learning Activities	Indicators	Assessment	Time
Expressing meanings and rhetorical steps of very simple short essay using various written discourses accurately, fluently, acceptably to interact with surrounding environment in the forms of descriptive and recount texts.	<ul style="list-style-type: none"> • Short functional text <ul style="list-style-type: none"> - Some example of descriptive texts • Language focus <ul style="list-style-type: none"> - Generic structure of a descriptive text (identification and description) - Simple Present Tense (formula and function) - Order of Descriptive Adjectives • Vocabulary <ul style="list-style-type: none"> - Vocabularies related to physical character • Spelling • Punctuation 	<ul style="list-style-type: none"> • Lead-in • Introucing the topic and the objectives of the lesson • Presentation <ul style="list-style-type: none"> - Playing a movie clip. - Giving explanation about brainstorming technique using questions and caategories. - Reviewing grammar of a descriptive text. - Giving explanation about the order of descriptive 	Students are able to: <ul style="list-style-type: none"> • Make a descriptive adjective in a correct order. • Generate ideas using brainstorming technique. • Make sentences from the list of words which are generated from brainstorming activity correctly. • Create a descriptive paragraph correctly. 	Written test <ul style="list-style-type: none"> • Make a descriptive paragraph about the main character in your favorite movie. 	6 x 45 minutes

	<ul style="list-style-type: none">• Brainstorming technique	<p>adjective.</p> <ul style="list-style-type: none">• Practice<ul style="list-style-type: none">- Making descriptive adjective using the correct order.- Giving some brainstorming practices using questions (in groups, in pairs, individually).- Making sentences from the list of words.• Production<ul style="list-style-type: none">- Creating a descriptive paragraph.			
--	---	---	--	--	--

RENCANA PELAKSANAAN PEMBELAJARAN (RPP 1)

Nama Sekolah : SMP Negeri 1 Piyungan
 Mata pelajaran : Bahasa Inggris
 Kelas/ Semester : VIII/ 2
 Alokasi waktu : 6 x 45 menit
 Aspek/ Skill : Menulis

Standar Kompetensi 6. Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sederhana berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar 6.2. Mengungkapkan makna dan langkah retorika dalam esai pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*.

Indikator

- Mengidentifikasi ciri kebahasaan teks *descriptive*
- Memahami penggunaan *simple present tense*
- Memahami penggunaan huruf besar, tanda baca, dan pengejaan kata.
- Menggunakan pilihan kata yang tepat dalam menyusun kalimat
- Menyusun kata-kata menjadi kalimat dengan benar
- Menyusun kalimat menjadi paragraf dengan benar
- Menyusun paragraf *descriptive* dengan menggunakan teknik *brainstorming* dengan benar

A. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

- Mengidentifikasi ciri kebahasaan teks *descriptive*
- Memahami penggunaan *simple present tense*
- Memahami penggunaan huruf besar, tanda baca, dan pengejaan kata.
- Menggunakan pilihan kata yang tepat dalam menyusun kalimat
- Menyusun kata-kata menjadi kalimat dengan benar
- Menyusun kalimat menjadi paragraf dengan benar
- Menyusun paragraf *descriptive* dengan menggunakan teknik *brainstorming* dengan benar

B. Materi Pembelajaran

a. *Text Type: Descriptive*

b. *Grammar :*

1. *Simple Present Tense*
2. *Noun Phrase*
3. *Adjective Phrase*
4. *Degree of Comparison*

C. Metode Pembelajaran

➤ *PPP (Presentation, Practice, and Production)*

D. Langkah-langkah kegiatan pembelajaran

Pertemuan Pertama

Kegiatan Awal
<ol style="list-style-type: none"> 1. Guru mulai mengkondisikan kelas. 2. Apersepsi dan motivasi siswa: guru melakukan tanya jawab untuk memancing pengetahuan siswa tentang topik yang akan dibahas.

3. Menyebutkan topik dan tujuan pembelajaran.

- Our topic today is “describing cartoon characters”. We are going to learn how to describe cartoon characters using the appropriate noun phrases and adjectives. At the end of the class, you are expected to be able to write a simple descriptive paragraph. I hope it will be useful for you.

Kegiatan Inti

Presentation

4. Guru mengajak siswa melakukan *brainstorming* tentang topik yang akan diberikan pada contoh teks *descriptive*.
5. Guru memberikan sebuah contoh teks *descriptive* tentang “My favorite cartoon characters”.
6. Guru memberikan beberapa pertanyaan terkait teks tersebut.
 - What is the text type of the passage.
 - What is a descriptive text.
 - What is the purpose of a descriptive text.
 - What is the generic structure of a descriptive text.
7. Guru memberikan penjelasan tentang pola kalimat yang digunakan dalam teks *descriptive*.

Practice

8. Guru memberi soal latihan tentang penggunaan *simple present tense*.

Production

9. Siswa membuat kata-kata yang disebutkan dalam kegiatan *brainstorming* sebelum membaca menjadi kalimat dengan pola *simple present tense*.
10. Siswa diminta menuliskan kalimat di papan tulis.
11. Membahas dan mengoreksi bersama hasil pekerjaan siswa di papan tulis.

Kegiatan Akhir
12. Guru dan siswa melakukan refleksi dan mengambil kesimpulan terhadap kegiatan yang telah dilakukan.
13. Guru menanyakan apakah siswa mengalami kesulitan tentang penggunaan pola <i>simple present tense</i> .
14. Penutup

Pertemuan Kedua

Kegiatan Awal
15. Guru mulai mengkondisikan kelas.
16. Apersepsi dan motivasi siswa: guru melakukan tanya jawab untuk memancing pengetahuan siswa tentang topik yang akan dibahas.
17. Menyebutkan topik dan tujuan pembelajaran.
18. Mereview aktivitas di pertemuan sebelumnya tentang <i>brainstorming</i> yang dilakukan sebelum membaca.
Kegiatan Inti
<i>Presentation</i>
19. Guru memberikan penjelasan tentang teknik <i>brainstorming</i> .
20. Guru memberikan contoh cara melakukan <i>brainstorming</i> .
21. Guru memberikan contoh cara membuat kalimat dari kata-kata yang dihasilkan dalam proses <i>brainstorming</i> .
<i>Practice</i>
22. Latihan <i>brainstorming</i> bersama-sama.
23. Guru memberikan soal latihan untuk memperdalam pemahaman siswa tentang teknik <i>brainstorming</i> .
24. Guru membagi siswa menjadi 4 kelompok berdasarkan deret tempat duduk. Setiap kelompok melakukan latihan <i>brainstorming</i> .

<i>Production</i>
25. Siswa melakukan <i>brainstorming</i> secara individu dengan topik yang sama saat mereka mengerjakan <i>pre-test</i> kemudian membuat paragraf deskriptif.
Kegiatan Akhir
26. Guru dan siswa melakukan refleksi dan mengambil kesimpulan terhadap kegiatan yang telah dilakukan.
27. Guru menanyakan apakah siswa mengalami kesulitan dalam menerapkan teknik <i>brainstorming</i> .
28. Guru meminta siswa membawa alat menggambar untuk pertemuan berikutnya.
29. Penutup

Pertemuan Ketiga

Kegiatan Awal
30. Guru mulai mengkondisikan kelas.
31. Apersepsi dan motivasi siswa: guru melakukan tanya jawab untuk memancing pengetahuan siswa tentang topik yang akan dibahas.
32. Menyebutkan topik dan tujuan pembelajaran.
Kegiatan Inti
<i>Presentation</i>
33. Mereview pelajaran tentang <i>brainstorming</i> di pertemuan sebelumnya.
34. Guru menunjukkan sebuah gambar tokoh kartun imajinatif hasil karyanya.
35. Guru memberikan contoh cara melakukan <i>brainstorming</i> dengan kategori.
36. Guru memberikan beberapa pertanyaan terkait teks tersebut.

37. Guru memberikan contoh cara membuat *identification* dan *description* dengan brainstorming menggunakan kategori.

Practice

38. Latihan brainstorming dengan kategori.

Production

39. Siswa diminta menggambar sebuah tokoh kartun berdasarkan imajinasi mereka.

40. Siswa diminta melakukan *brainstorming* tentang gambar tersebut.

41. Siswa diminta membuat paragraf deskriptif berdasarkan gambar tersebut.

42. Beberapa siswa mempresentasikan hasil tulisannya, kemudian membahas bersama.

43. Siswa melakukan koreksi kemudian merevisi hasil pekerjaannya.

44. Siswa mengumpulkan hasil tulisannya.

Kegiatan Akhir

45. Guru dan siswa melakukan refleksi dan mengambil kesimpulan terhadap kegiatan yang telah dilakukan.

46. Guru menanyakan apakah siswa mengalami kesulitan.

47. Penutup

E. Penilaian

Penilaian yang digunakan adalah menggunakan *rubrics of writing*. Aspek-aspek yang dinilai adalah *content (C)*, *organization (O)*, *grammar (G)*, *vocabulary (V)*, dan *mechanics (M)*. (*Rubric of speaking* terlampir)

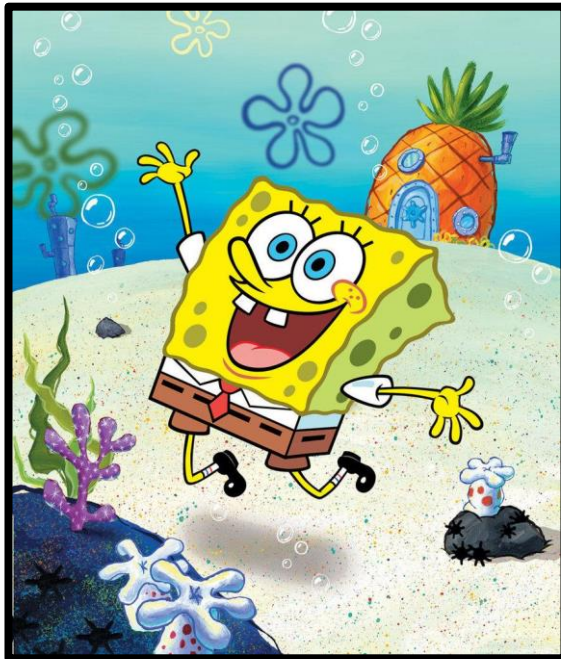
F. Pedoman penilaian

Nilai sempurna = $\frac{3C + 2O + 2G + 1.5V + 1.5 M}{40} \times 10$

40

The materials:

SpongeBob SquarePants



SpongeBob SquarePants is my favorite cartoon character. He is the main character of the Nickelodeon animated series *SpongeBob SquarePants*.

SpongeBob SquarePants is a porous yellow sea sponge with brown square pants, hence the name *SpongeBob SquarePants*. He has large blue eyes, each with three eyelashes, and two prominent front teeth. He also has red cheeks with

three freckles on each. He wears a white shirt with a red tie, brown trousers held up by a black belt, and shiny black leather shoes. He usually replaces the red tie for a bow tie for special occasions. *SpongeBob* has a very distinctive and high-pitched laugh.

SpongeBob lives in a pineapple house with his pet snail, Gary, in the underwater city of Bikini Bottom. He works as a fry cook at the fast food restaurant, the *Krusty Krab* where the speciality is *Krabby Patties*. He is very good at his job, in contrast to his co-worker *Squidward* who hates the job. He loves jellyfishing and bubble blowing with his best friend, *Patrick* the starfish. Another very close friend of *SpongeBob* is *Sandy Cheeks*, a squirrel from Texas who wears a suit and helmet to survive underwater. They both love *Karate*. *SpongeBob* is cheerful, childish, and enthusiastic. He is kind to everyone.

Complete the sentences using the correct words.



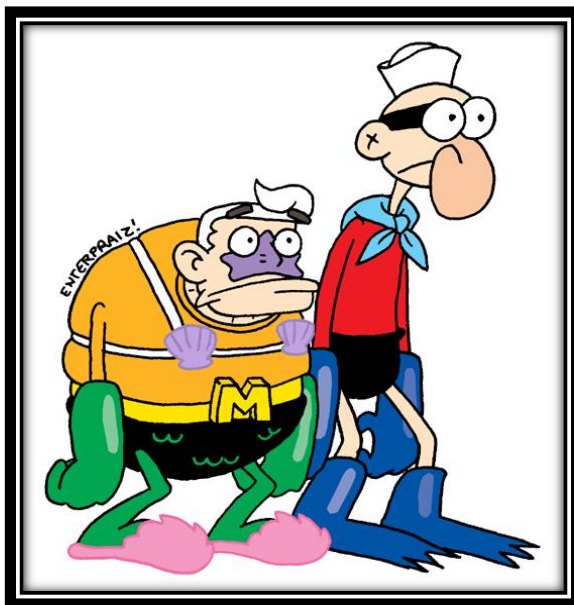
Patrick Star

Patrick _____ SpongeBob's best friend.
He _____ a big belly with a large belly button.
He _____ under a rock in Bikini Bottom.
He almost always _____ lime green short with lavender flower on them.
He _____ blowing bubbles.



Gary the Snail

Gary _____ SpongeBob's pet snail.
He _____ a pink shell and blue body.
He _____ taking a bath.
He _____ reading books and watching television
He _____ potato chips, cookies, and other classy foods.



Mermaid Man and Barnacle Boy

Mermaid Man and Barnacle Boy _____ semi-retired heroes in Bikini Bottom.
They _____ very old.
They _____ in Shady Shoals Retirement House.
They _____ the Invisible Boat Mobile.
They _____ fighting crime and watching television.



Sandy Cheeks

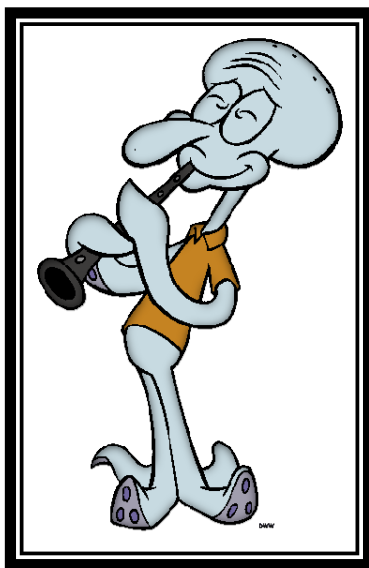
Shandy _____ a close friend of SpongeBob.

She _____ in a Treedome in Bikini Bottom.

She _____ a spacesuit when underwater with a helmet in order to breathe.

She _____ as a scientist and inventor.

She _____ Karate and some other extreme sports.



Squidward Tentacles

Squidward _____ the neighbor between SpongeBob and Patrick.

He _____ in a house shaped like an Easter Island head.

He _____ as the cashier at Krusty Krab.

He _____ four legs and a big nose.

He _____ playing clarinet.



Eugene Harold Krabs

Mr. Krabs _____ the owner of the Krusty Krab restaurant.

He _____ large claws, a crinkled nose, and short pointy legs.

He _____ a blue shirt and blue trousers with black belt.

He _____ money very much.

He _____ Plankton because he continuous to try to steal the recipe for Krabby Patties.

Match the list of words in the boxes with suitable picture.



UZUMAKI NARUTO



POPEYE



MR. BEAN



DORAEMON



GARFIELD



TOM CAT

ROBOTIC CAT BLUE AND WHITE LARGE HEAD MAGIC POCKET TIME TRAVEL BAMBOO PROPELLER DORAYAKI FEAR OF MICE	ORANGE TABBY CAT FAT JON'S PET FRIEND OF ODIE LAZY LASAGNA LOVER CYNICAL LOVE TO SLEEP	DOMESTIC CAT GREY AND WHITE CHASING JERRY MOUSE ENERGETIC SADISTIC TRAP FAIL UNLUCKY
SAILOR MAN HUGE ARMS SPINACH STRONG PIPE ANCHOR TATTOO OLIVE OYL LOVE TRIANGLE	ROWAN ATKINSON CHILDISH RARELY SPEAKS TEDDY BEAR MINI CAR TWEED JACKET RED TIE SMALL FLAT IN Highbury	TEENAGE NINJA KONOHAGAKURE NINE-TAILED DEMON FOX BLUE EYES BLONDE SPIKY HAIR ORANGE JUMPSUIT CHEERFUL CLONING HIMSELF

My Imaginary Character

This is my imaginary character. Her name is Foresty. She is the Queen of The Dark Forest.

She has purple eyes, brown hair, and red lips. She has two branches of tree on her head. She wears flower shaped dress. She lives in a Lotus Kingdom. A colorful hummingbird always follows wherever she goes.

She has the ability to walk on water. She also can bloom flowers she touch.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP 2)

Nama Sekolah : SMP Negeri 1 Piyungan
 Mata pelajaran : Bahasa Inggris
 Kelas/ Semester : VIII/ 2
 Alokasi waktu : 6 x 45 menit
 Aspek/ Skill : Menulis

Standar Kompetensi 6. Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sederhana berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar 6.2. Mengungkapkan makna dan langkah retorika dalam esai pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*.

Indikator

- Memahami penggunaan *order of descriptive adjectives*.
- Memahami penggunaan *simple present tense*.
- Memahami penggunaan huruf besar, tanda baca, dan pengejaan kata.
- Menggunakan pilihan kata yang tepat dalam menyusun kalimat
- Menyusun kata-kata menjadi kalimat dengan benar
- Menyusun kalimat menjadi paragraf dengan benar
- Menyusun paragraf *descriptive* dengan menggunakan teknik *brainstorming* dengan benar

G. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

- Menyusun *descriptive adjectives* dengan urutan yang benar.
- Memahami penggunaan *simple present tense*
- Memahami penggunaan huruf besar, tanda baca, dan pengejaan kata.
- Menggunakan pilihan kata yang tepat dalam menyusun kalimat
- Menyusun kata-kata menjadi kalimat dengan benar
- Menyusun kalimat menjadi paragraf dengan benar
- Menyusun paragraf *descriptive* dengan menggunakan teknik *brainstorming* dengan benar

H. Materi Pembelajaran

c. *Text Type: Descriptive*

d. *Grammar :*

5. *Simple Present Tense*

6. *Order of Descriptive Adjectives*

I. Metode Pembelajaran

➤ *PPP (Presentation, Practice, and Production)*

J. Langkah-langkah kegiatan pembelajaran

Pertemuan Pertama

Kegiatan Awal
48. Guru mulai mengkondisikan kelas.
49. Apersepsi dan motivasi siswa: guru melakukan tanya jawab untuk memancing pengetahuan siswa tentang topik yang akan dibahas.
50. Menyebutkan topik dan tujuan pembelajaran.

Kegiatan Inti
<p>Presentation</p> <p>51. Guru memberikan penjelasan lebih mendalam tentang <i>brainstorming technique</i>, terutama pada aturan dasarnya.</p> <p>52. Guru memberikan penjelasan tentang <i>brainstorming technique</i> menggunakan kategori dan pertanyaan.</p> <p>53. Guru mengajak siswa menonton sebuah cuplikan film dan meminta siswa mengamati tokoh utamanya.</p> <p>54. Guru bertanya jawab dengan siswa tentang tokoh utama film tersebut dan melakukan <i>brainstorming</i> dengan menggunakan pertanyaan-pertanyaan tersebut.</p> <p>55. Guru memberikan contoh cara mengembangkan kalimat dan menyusun paragraf menggunakan kata-kata dari hasil <i>brainstorming</i> menggunakan pertanyaan dan kategori.</p> <p>56. Guru memberikan penjelasan tentang <i>the order of descriptive adjectives</i>.</p> <p>Practice</p> <p>57. Guru memberi soal latihan cara menyusun <i>descriptive adjectives</i> dengan urutan yang benar.</p> <p>Production</p> <p>58. Siswa membuat paragraf deskriptif dengan <i>brainstorming technique</i>.</p> <p>59. Siswa diminta menuliskan kalimat di papan tulis.</p> <p>60. Membahas dan mengoreksi bersama hasil pekerjaan siswa di papan tulis.</p>
Kegiatan Akhir
<p>61. Guru dan siswa melakukan refleksi dan mengambil kesimpulan terhadap kegiatan yang telah dilakukan.</p> <p>62. Guru menanyakan apakah siswa mengalami kesulitan tentang penggunaan pola <i>simple present tense</i>.</p>

63. Penutup

Pertemuan Kedua

Kegiatan Awal

- | |
|--|
| <p>64. Guru mulai mengkondisikan kelas.</p> <p>65. Apersepsi dan motivasi siswa: guru melakukan tanya jawab untuk memancing pengetahuan siswa tentang topik yang akan dibahas.</p> <p>66. Menyebutkan topik dan tujuan pembelajaran.</p> |
|--|

Kegiatan Inti

<i>Presentation</i>

- | |
|---|
| <p>67. Mereview materi di pertemuan sebelumnya.</p> |
|---|

<i>Practice</i>

- | |
|--|
| <p>68. Latihan <i>brainstorming</i> bersama-sama tentang tokoh utama lain dalam film yang ditonton pada pertemuan sebelumnya, dipimpin salah seorang siswa.</p> <p>69. Siswa berlatih membuat kalimat dan menyusun paragraf menggunakan kata-kata dari hasil <i>brainstorming</i>.</p> |
|--|

<i>Production</i>

- | |
|---|
| <p>70. Siswa melakukan aktivitas yang sama secara berpasangan.</p> <p>71. Hasil tulisan siswa ditukarkan dengan temannya untuk dikoreksi.</p> |
|---|

Kegiatan Akhir

- | |
|--|
| <p>72. Guru dan siswa melakukan refleksi dan mengambil kesimpulan terhadap kegiatan yang telah dilakukan.</p> <p>73. Guru menanyakan apakah siswa mengalami kesulitan dalam menerapkan teknik <i>brainstorming</i>.</p> <p>74. Guru meminta siswa menonton sebuah film dan berlatih <i>brainstorming</i> di rumah</p> <p>75. Penutup</p> |
|--|

Pertemuan Ketiga

Kegiatan Awal
<p>76. Guru mulai mengkondisikan kelas.</p> <p>77. Apersepsi dan motivasi siswa: guru melakukan tanya jawab untuk memancing pengetahuan siswa tentang topik yang akan dibahas.</p> <p>78. Menyebutkan topik dan tujuan pembelajaran.</p>
Kegiatan Inti
<p>Presentation</p> <p>79. Membahas film yang siswa tonton di rumah.</p> <p>Practice</p> <p>80. Siswa berlatih brainstorming tentang tokoh utama dlm film favorit mereka.</p> <p>Production</p> <p>81. Siswa diminta membuat paragraf deskriptif tentang tokoh utama dalam film favorit mereka.</p> <p>82. Beberapa siswa mempresentasikan hasil tulisannya, kemudian membahas bersama.</p> <p>83. Siswa melakukan koreksi kemudian merevisi hasil pekerjaannya.</p> <p>84. Siswa mengumpulkan hasil tulisannya.</p>
Kegiatan Akhir
<p>85. Guru dan siswa melakukan refleksi dan mengambil kesimpulan terhadap kegiatan yang telah dilakukan.</p> <p>86. Guru mengapresiasi partisipasi siswa.</p> <p>87. Penutup</p>

K. Penilaian

Penilaian yang digunakan adalah menggunakan *rubrics of writing*. Aspek-aspek yang dinilai adalah *content (C)*, *organization (O)*, *grammar (G)*, *vocabulary (V)*, dan *mechanics (M)*. (*Rubric of speaking* terlampir)

L. Pedoman penilaian

Nilai sempurna = $\frac{3C + 2O + 2G + 1.5V + 1.5 M}{40} \times 10$

40

APPENDIX E

PHOTOGRAPH OF ACTIONS

OBSERVATION



The teacher presented the materials using the big screen



The teacher did the spot check



The student presented her work on the white board



The teacher discussed about the student's work with the class

PRE-TEST



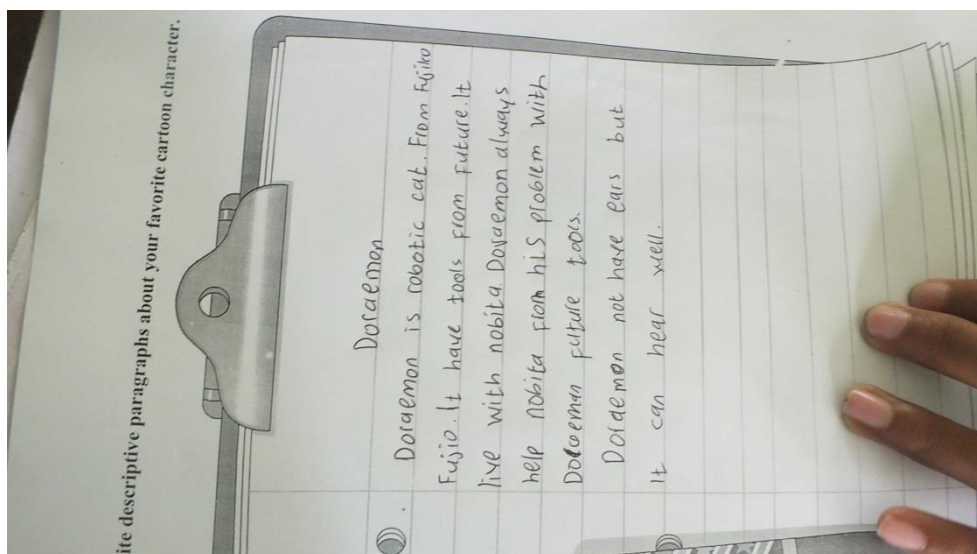
The students did the pre-test



The student only produced a sentence when the time for doing the task almost up.



The students haven't finished writing when the time was up



Student's writing in the pre-test

CYCLE I



The researcher showed a model of descriptive text using the big screen



The students were actively participated during the lesson



The students did the brainstorming practice in group



The students presented their brainstorming result enthusiastically

CYCLE II



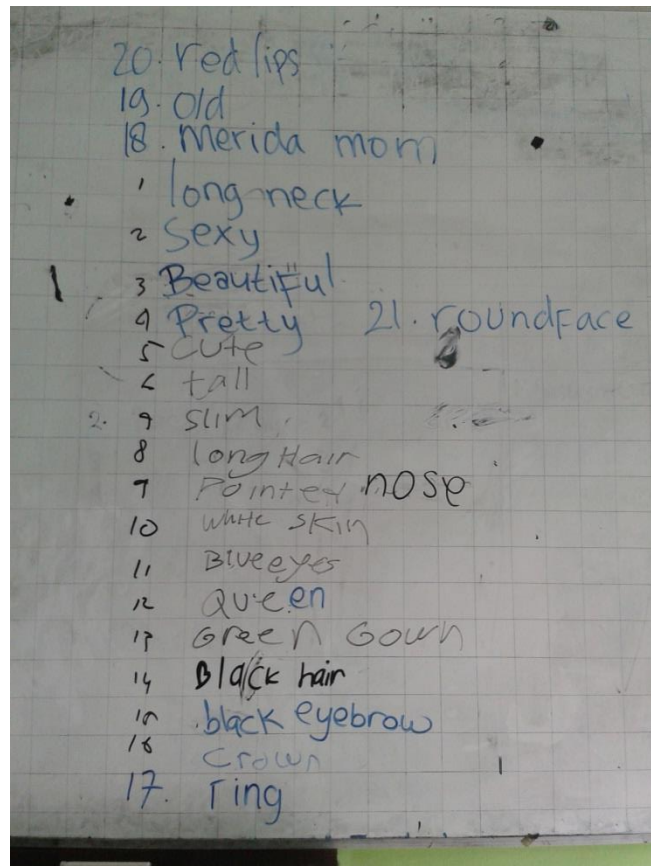
The students watched a movie clip in the presentation stage



The captain of the class led the students to brainstorm



The students were very enthusiastic in doing brainstorming activity



The students' brainstorming result

APPENDIX F

THE RUBRIC OF WRITING AND THE STUDENTS' SCORES

The Rubric for Assessing Writing Descriptive Text

Aspect	Score	Performance Description	Weighting
Content (C) 30% - Topic - Details	4	The topic is complete and clear and the details are relating to the topic	3 x
	3	The topic is complete and clear but the details are almost relating to the topic.	
	2	The topic is complete and clear but the details are not relating to the topic.	
	1	The topic is not clear and the details are not relating to the topic.	
Organization (O) 20% - Identification - Description	4	Identification is complete and descriptions are arranged with proper connectives	2 x
	3	Identification is almost complete and descriptions are arranged with almost proper connectives	
	2	Identification is not complete and descriptions are arranged with few misuse of connectives	
	1	Identification is not complete and descriptions are arranged with misuse of connectives	
Grammar (G) 20% - Use present tense - Agreement	4	Very few grammatical or agreement inaccuracies	2 x
	3	Few grammatical or agreement inaccuracies but not affect on meaning	
	2	Numerous grammatical or agreement inaccuracies	
	1	Frequent grammatical or agreement inaccuracies	
Vocabulary (V) 15%	4	Effective choice of words and word forms	1.5 x
	3	Few misuse of vocabularies, word forms, but not change the meaning	
	2	Limited range confusing words and word form	
	1	Very poor knowledge of words, word forms, and not understandable	
Mechanics (M) 15% - Spelling - Punctuation - Capitalization	4	It uses correct spelling, punctuation, and capitalization	1.5 x
	3	It has occasional errors of spelling, punctuation, and capitalization	
	2	It has frequent errors of spelling, punctuation, and capitalization	
	1	It is dominated by errors of spelling, punctuation, and capitalization	

Adapted from Brown (2007)

$$\text{Score} = \frac{3C + 2O + 2G + 1.5V + 1.5M}{40} \times 10$$

Students' Scores of Pre-Test

No.	Student Code	Aspects of Writing					Score
		Content	Organization	Grammar	Vocabulary	Mechanics	
1.	S1	2	2	2	2	2	5
2.	S2	3	2	2	2	2	5.75
3.	S3	2	3	2	3	2	5.87
4.	S4	3	2	1	1	2	4.86
5.	S5	3	1	2	2	1	4.86
6.	S6	3	3	1	2	2	5.75
7.	S7	2	1	2	3	2	4.86
8.	S8	3	1	1	2	1	4.13
9.	S9	3	3	2	3	2	6.23
10.	S10	2	1	2	3	2	4.13
11.	S11	2	1	2	2	1	4.13
12.	S12	2	1	1	2	1	3.63
13.	S13	3	3	3	3	3	7.5
14.	S14	2	1	1	1	2	3.63
15.	S15	3	3	3	3	2	7.13
16.	S16	2	1	1	1	1	3.25
17.	S17	2	2	2	2	2	5
18.	S18	3	3	2	2	3	6.63
19.	S19	3	2	2	3	3	6.5
20.	S20	3	2	2	3	3	6.5
21.	S21	3	1	2	2	3	5.36
22.	S22	2	2	2	2	3	5.36

Students' Scores of Post-Test I

No.	Student Code	Aspects of Writing					Score
		Content	Organization	Grammar	Vocabulary	Mechanics	
1.	S1	3	2	2	2	2	5.75
2.	S2	3	2	3	2	3	6.63
3.	S3	3	3	2	3	3	7
4.	S4	2	3	3	2	3	6.36
5.	S5	3	2	2	2	1	5.36
6.	S6	3	3	2	2	2	6.25
7.	S7	2	2	2	3	2	5.36
8.	S8	3	3	2	2	2	6.25
9.	S9	3	3	3	3	2	7.13
10.	S10	2	1	2	2	2	4.5
11.	S11	3	3	3	2	2	6.75
12.	S12	2	1	2	2	1	4.13
13.	S13	3	3	3	3	3	7.5
14.	S14	2	2	1	1	2	3.63
15.	S15	3	3	3	3	2	7.13
16.	S16	2	2	2	1	1	4.25
17.	S17	3	2	2	2	2	5.75
18.	S18	3	3	3	3	2	7.13
19.	S19	3	3	2	3	3	7
20.	S20	3	2	2	3	3	7
21.	S21	3	2	3	3	3	6.13
22.	S22	3	2	2	2	3	6.13

Students' Scores of Post-Test II

No.	Student Code	Aspects of Writing					Score
		Content	Organization	Grammar	Vocabulary	Mechanics	
1.	S1	3	3	2	2	3	6.63
2.	S2	3	3	3	2	2	6.75
3.	S3	3	3	3	3	3	7.5
4.	S4	3	3	3	2	3	7.13
5.	S5	3	3	2	2	2	6.25
6.	S6	3	3	3	3	3	7.5
7.	S7	3	3	2	3	2	6.63
8.	S8	3	3	3	3	2	7.13
9.	S9	3	3	3	3	3	7.5
10.	S10	3	3	2	2	2	6.25
11.	S11	3	3	3	2	3	7.13
12.	S12	3	3	2	2	2	6.25
13.	S13	4	3	3	3	3	8.25
14.	S14	3	3	3	3	3	7.5
15.	S15	3	3	3	3	3	7.5
16.	S16	3	3	3	2	2	6.75
17.	S17	3	3	3	2	2	6.75
18.	S18	3	3	3	3	3	7.5
19.	S19	3	3	3	3	3	7.5
20.	S20	3	3	3	3	3	7.5
21.	S21	3	3	3	2	3	7.13
22.	S22	3	3	3	2	3	7.13

Mean scores of the Students' Writing on the Five Aspects

Aspects	Mean Scores		
	Pre-Test	Post-Test I	Post Test II
Content	2.5	2.7	2.8
Organization	1.8	2.4	2.6
Grammar	1.2	2.3	2.6
Vocabulary	2.3	2.3	2.4
Mechanics	2	2.2	2.5